

MONMOUTH COLLEGE

THE FIRST HUNDRED YEARS

1853 - 1953


F. GARVIN DAVENPORT



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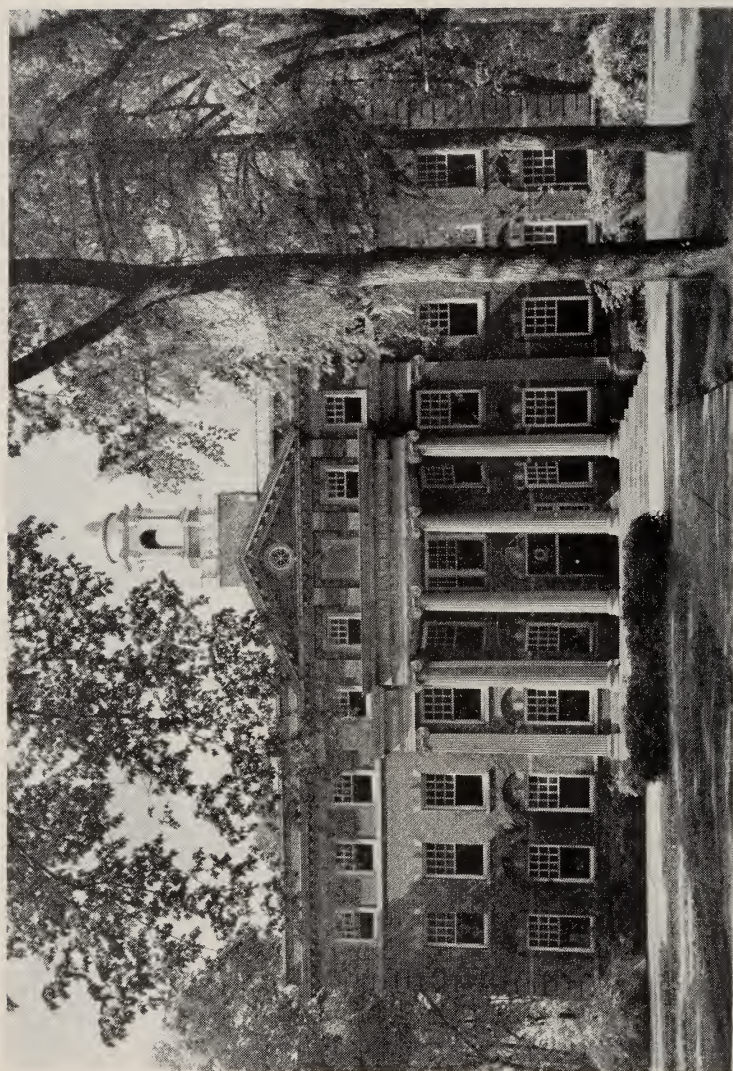
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Monmouth College

1853-1953



WALLACE HALL, THE HUB OF THE CAMPUS.

Monmouth College
The First Hundred Years
1853-1953

By

F. GARVIN DAVENPORT

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C
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To

Dr. James Harper Grier, President of
Monmouth College 1936-1952, who
insisted that a history of the college
should be an important feature of the
centennial celebration

20 MAY 60 Dunlap

8 Feb 60, 9. Walter D. Merrill

Acknowledgments

ALMOST every book represents a cooperative effort and this brief history of Monmouth College is no exception. Some of the best ideas came from the alumni and I thank them one and all. In addition to the individuals named in the footnotes I wish to acknowledge my debt to the students, housemothers, and other campus officials who helped me gain access to attics, vaults, and old trunks. Professor Frank Phillips, Professor Samuel Thompson, Professor Garrett Thiessen, Professor William Haldeman, Miss Inez Hogue, and Mr. David McMichael were helpful in providing ideas and evidence. The late Dr. Scott Cleland offered many fertile suggestions and Miss Mary McCoy was very helpful. I wish to thank the staff of the Warren County Library, too. Mr. Louis Gibb, Mr. Victor Moffet, and Mr. William Hutchins gave good advice on publication problems. Mr. Harlow Gaylord, '52, expedited the research by copying documents and official records. I am grateful to Mrs. Thomas Dale for typing the manuscript, to Professor Thomas Dale for editorial assistance, and to Dr. James H. Grier, Dean Hugh Beveridge, and Mrs. Mary Crow for proof reading the manuscript. My wife, Katye Lou Davenport, read the galley and page proof. The author cheerfully accepts the responsibility for names misspelled, events omitted, and opinions included in the book. It should

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— F. G. D.

MONMOUTH, ILLINOIS
February 12, 1953

Table of Contents

ACKNOWLEDGMENTS	7
---------------------------	---

CHAPTER ONE

THE PIONEERS, 1853-1878	13
-----------------------------------	----

CHAPTER TWO

THE BUILDERS	51
------------------------	----

CHAPTER THREE

FRATERNITIES: THE PI PHI AND KAPPA STORIES	92
---	----

CHAPTER FOUR

COLLEGE LIFE THROUGH THE YEARS	109
--	-----

CHAPTER FIVE

THE MODERN COLLEGE AND A GLANCE AT THE FUTURE	128
--	-----

INDEX	141
-----------------	-----

List of Illustrations

WALLACE HALL, THE HUB OF THE CAMPUS *Frontispiece*

PLATE

1. DR. DAVID A. WALLACE, MONMOUTH'S FIRST PRESIDENT. — THE REV. SAMUEL ROSS LYONS, THIRD PRESIDENT.
2. FIVE GENERATIONS OF McMICHAELS.
3. DR. JAMES H. GRIER.
4. PRESIDENT ROBERT W. GIBSON.
5. R. A. EVONS AND A. C. DOUGLASS.
6. A COED CLASS IN SURVEYING ABOUT 1885.
7. A TYPICAL CLASSROOM SCENE ABOUT 1950.
8. "THE COFFEE BREAK," IN HISTORY SEMINAR.
9. OLD MAIN ABOUT 1905. — OLD MAIN BURNED IN 1907. — McMICHAEL AND GRIER HALL.
10. MURAL IN THE LOBBY OF FULTON HALL.
11. ENTRANCE TO THE AUDITORIUM.
12. FOOTBALL HEROES OF THE GAY NINETIES.

13. THE CENTENNIAL FOOTBALL TEAM.
14. BEFORE THE DANCE.
15. MONMOUTH'S NATIONALLY KNOWN CHEMISTRY
PROFESSOR.
16. BY 1953 COUNSELING WAS AN IMPORTANT
FUNCTION. — "KNIGHT OF THE BURNING PES-
TLE."

A COLLEGE IS SCARCELY SUCH TILL IT HAS A HISTORY. IT MUST GET AGE: IT MUST HAVE ACCUMULATED BEHIND IT A BODY OF ALUMNI. MEMORIES MUST CROWD ITS HALLS AND FLOAT THROUGH ITS ATMOSPHERE. HERE IS THE WANT OF OUR WESTERN COLLEGES, AND I SEE NO REMEDY BUT THAT THEY MUST WAIT AND BE PATIENT TILL THEY GET A HISTORY, AND THEIR TURN COMES.

— *An editorial comment, 1863*

CHAPTER ONE

The Pioneers, 1853-1878

THE history of higher education in the early Midwest was primarily the history of denominational academies and colleges, and for many years the church schools were more influential than the state institutions. In Illinois, for example, a movement was started in 1834 to establish a state university but the chartering of the institution was delayed for a quarter of a century. The main reason for the delay was the growing influence of the denominational colleges and academies throughout the state. In these years the legislature was convinced that the people still preferred church schools to state schools and the politicians were practical enough not to gamble the state's funds on a premature university. The legislators were well aware of the fact that many people clung to the deep-rooted tradition that state education was immoral if not actually dominated by the devil.

The opposition to government-controlled education was an important advantage enjoyed by the privately endowed church college but this factor alone was not enough to guarantee rapid growth or easy success. While it is true that the private colleges had little to fear from the state universities, they had to contend with other serious obstacles to success and it is a matter of record that many of them never made the grade. The number of colleges that withered away into historical oblivion was greater than the number that survived to become permanently intrenched cultural institutions. The same ignorance and superstitions that worked for them in opposition to the state schools often worked against them in the form of general antagonism toward all education. Anti-intellectualism was a common characteristic of frontier society.

However, it was the illiterate and often unchurched West that encouraged the missionary, the circuit rider, and the educator to devote their lives to what was called the spiritually barren and untutored frontier. Rarely has the Christian church been confronted with a greater challenge than that of providing religious thought and education for the thousands of pioneers scattered along the frontier zones of the Mississippi Valley.¹ In this westward movement of the frontier there were generated the forces that changed American church history and which also helped to create the "college movement." The latter, born in part of frontier spiritual needs, sprinkled institutions of higher learning from western Pennsylvania to Iowa and southward to the Gulf of Mexico in the decades preceding the Civil War.

¹ For additional information on this subject see the following: Peter G. Mode, *The Frontier Spirit in American Christianity* (New York, 1923); Donald G. Tewksbury, *The Founding of American Colleges and Universities before the Civil War with Particular Reference to the Religious Influences Bearing Upon the College Movement* (New York, 1932); and the several volumes in the series by William Warren Sweet, *Religion On the American Frontier* (New York, Chicago, 1931-1946).

Generally speaking the Presbyterians were more influential in education in the early Midwest than the other denominations. This was not based on numbers as the Methodists led the field numerically; and it was certainly not caused by unity, as no denomination suffered more from schisms than the Presbyterians. One reason for their influence was the fact that so frequently they were first on the scene, constituting the "cutting edge" of the frontier. This was particularly true of the Scotch-Irish Presbyterians, including members of the Reformed Presbyterian and the Associate Presbyterian Church. Another reason for their importance in the history of education was the fact that, regardless of their schismatic differences, Presbyterians as a group insisted that their ministers be well-versed in English grammar, rhetoric, Greek, Latin, and, of course, the Bible. Finally, the Presbyterians were more influential in the field of education in the early West because they were more generous in subsidizing missions, seminaries, and colleges.

The fact that several of their embryonic institutions of learning were called "log colleges" clearly indicates that the Presbyterians not only constituted the advance guard on the frontier in a physical sense, but were also instrumental in bringing the fundamentals of education to the West, even before the frontier had passed through the first stages of development. The units of the Presbyterian fold that were to establish and administer Monmouth College were well represented on the frontier as it advanced across Pennsylvania into the Midwest. These hardy descendants of Scotch-Irish ancestors were determined to carry with them into the West their deeply ingrained traditions of Christian education, which included, of course, an educated ministry. It was this strong cultural belief that prompted the Associate Presbyterians to open a log college at Service, Pennsylvania, in 1794 for the purpose of training young fron-

tiersmen for careers in the church. This pioneer school, the first theological seminary west of the Allegheny Mountains, moved west with the center of population and became the well known Xenia Seminary of Ohio.²

Similar motives caused the Associate Reformed Presbyterians to establish the Pittsburgh Seminary in 1825. But the advancing frontier and the increasing population coupled with the difficulties of transportation and communication, brought new local demands and the Associate Reformed Presbyterians saw the need for another seminary which they established at Oxford, Ohio, in 1839. Meantime, the Associate Church decided that its younger members would benefit from a general liberal arts education and finally, in 1852, Westminster College was founded at New Wilmington, Pennsylvania.

Although these schools were important they left the western rim of settlement in Illinois, Iowa, and Missouri far removed from either Associate Presbyterian or Associate Reformed Presbyterian institutions of higher learning. In Illinois in particular, leaders of the Associate Reformed Presbyterian Church felt the lack of a native ministry trained and acclimated for the difficult work in the large mission fields of the expanding West. Taking matters into their own hands, ministers of South Henderson and Cedar Creek congregations started a movement which resulted in the establishment of Monmouth Academy in 1853.³

Frequently the founding of a college is viewed as a local phenomenon, isolated in time and space. When regarded with the perspective of the historian, the establishment of Monmouth College takes on greater significance because it

² W. E. McCulloch, *The United Presbyterian Church and Its Work in America* (Pittsburgh, 1925), pp. 154-157.

³ Minutes of the Second Associate Reformed Presbytery, October 11, 1852. Unless otherwise stated, all manuscript material is in Monmouth College Library.

is recognized as an important part of a large pattern, a vital segment of a movement that was national in scope. There was a very close relationship between the history of American colleges and the history of the westward movement and Monmouth was no exception. However, each college, once established, was often conditioned by local or regional economic and social forces. Again, Monmouth College was no exception.

The local history of Monmouth College began in 1829 when the first Associate Reformed Presbyterians arrived in Warren and Henderson counties. In the spring of that year David Findley of Clark County, Indiana, with his two sons, David and John, and a son-in-law, William R. Jamieson, settled on the banks of South Henderson Creek. It seems evident that William Jamieson was the outstanding personality in this family group and it was natural that this frontier station became known as Jamieson Settlement. These men were the trail blazers of the Associate Reformed Church in Illinois and two or three years later a continuous tide of immigration began to pour into western Illinois from Associate Reformed strongholds in Ohio, Indiana, Kentucky, and the Carolinas. These men and women were not only sturdy pioneers but intelligent citizens "firmly believing in an educated ministry and devoted to their church and their God."⁴

By 1850 strong congregations had been developed at South Henderson, Cedar Creek, and Monmouth and two unusual leaders had appeared in James C. Porter, pastor of the Cedar Creek Church, and Robert Ross, pastor of the South Henderson congregation. Ross and Porter were men of vision. They seemed to realize more fully than the majority of their contemporaries what the future held in store for the Midwest once its great natural resources were fully

⁴ F. O. Ross, "History of Monmouth College," *The Annex*, January 18, 1890.

developed and the vast reaches of its rich land completely occupied by millions of energetic people. They realized that in this work of expansion and development the church and the school would play important roles, and they visualized an educational institution on a higher plane than the ineffective common schools of the day. This institution should be established on the rich prairies of Western Illinois and grow as the country grew, develop as the Associate Reformed Church developed. It would be a moral, educational, and cultural asset to the entire region.

The dream began to take shape in 1852. The two men talked of their plans to members of their congregations, they spread ideas about an academy in the villages, they interested the people in the advantages of higher education. The first definite action was taken at a meeting of the Second Presbytery of the Associate Reformed Church of Illinois held at South Henderson, October 11, 1852. Ross and Porter with the able support of W. R. Erskine, presented their ideas to the assembled pastors who expressed their interest in the following resolution:

Whereas the demand of the church for an increase of the ministry is urgent, especially in our Western field and whereas facilities for obtaining an education in a neighborhood is one of the means for meeting this demand and whereas it is the duty of the church to see to the education of her children and whereas it has been recommended by the higher judicatures of our church that the respective presbyteries should establish Grammar Schools in their respective bounds, Therefore Resolved

That this Presbytery take measures to establish such a school and further Resolved that the Rev. R. Ross, Rev. J. C. Porter and Rev. W. R. Erskine be a committee to report on the subject of establishing such a Presbyterian school in all its parts and that all other members of Presbytery be requested to communicate to

said committee any information they may obtain on the subject.⁵

Supported with official authority, Ross and Porter increased their campaigning for the school but it seems evident that they wanted an institution above the rank of grammar school. They were supported in this view by James G. Madden, a prominent Monmouth lawyer, who insisted that the new institution should be on the college level and that it should be established in Monmouth. Porter favored Monmouth, too, but he warned Madden that there would be sharp competition from other towns, especially Sparta in southern Illinois and Oquawka, at that time a lively river port. Consequently, during the winter of 1852-53, Porter and Madden talked to the people of Monmouth on every opportunity about the possibilities of making the town an educational center. By spring considerable progress had been made and many of the leading business and professional men favored the establishment of a church-controlled academy or even a college. Their interest in a church school was increased by the recent failure of a privately controlled academy and the dissatisfaction with the inefficient grammar schools.⁶

On April 12, 1853, their sincerity was put to the test. On that day Porter stopped in Monmouth on his way to the presbytery meeting at Clayton and told Madden and a number of his friends (who were in court at the time) that the question of establishing an academy would highlight the agenda. He also suggested that if the citizens of Monmouth wanted the school in their city it would be wise if they gave him official power to act in their behalf. Madden, with a

⁵ Minutes of the Second Associate Reformed Presbytery, South Henderson, October 11, 1852.

⁶ *The Monmouth Atlas*, October 1, 1896; Luther E. Robinson (ed.), *Historical and Biographical Record of Monmouth and Warren County* (Chicago, 1927), vol. 1, p. 139.

dramatic flourish, seized a sheet of paper, stepped up to the bar of the courtroom and wrote out the heading of a subscription paper. Then, after subscribing \$100 himself, he quietly passed the paper around the courtroom and within thirty minutes this small group of lawyers, farmers, and business men had promised to donate \$1150 to help establish a Presbyterian academy in their city.⁷ The paper was turned over to Porter and he proceeded on his journey to Clayton and the presbytery meeting.

At Clayton, just as Porter had anticipated, there was considerable pressure brought upon the group in an attempt to have the new school located in Sparta or Oquawka. But Monmouth had several advantages in location, transportation facilities, especially the new Burlington Railroad, and in physical and moral attractiveness. It was also located in one of the most promising agricultural areas of the Midwest. The fact that it was not a river town, like Oquawka, was in its favor — river towns were notoriously boisterous and therefore undesirable as seats of learning. However, in the final analysis, it was the fact that Monmouth had offered to help pay for the school that turned the votes in this direction. Porter played the game well at Clayton, holding back his subscription list until the other delegates had made their speeches. When he read the subscription paper and the amounts after each name he knew that he had the best argument of all. Were not many of these men descendants of hardy Scotsmen? Thus April 18, 1853 became Founders Day for Monmouth College.⁸

At the Clayton meeting of the presbytery a committee of eleven was chosen to guide the destinies of the new academy. This group, soon to be known as the Board of Trustees,

⁷ Under date of April 12, 1853, this subscription paper was the first entry in the Minutes of the Board of Trustees.

⁸ Minutes of the Second Associate Reformed Presbytery, Clayton, Illinois, April 18, 1853, copy in Monmouth College Library; Samuel Miller to James Woodburn, Clayton, Illinois, April 20, 1853.

included the Rev. J. C. Porter, the Rev. W. R. Erskine, the Rev. Robert Ross, Dr. John A. Young, J. C. McCreary, W. R. Jamieson, E. C. Babcock, A. C. Harding, James Thompson, N. A. Rankin, and James G. Madden. This was a notable group of men. They had a deep and sincere interest in the new enterprise and their energy, generosity, and indefatigable devotion to the cause of education accounts for the initial success of the academy in the face of obstacles of every conceivable character. Only a few days passed after the Clayton meeting before the board held its first meeting in Monmouth on May 9, 1853. J. C. Porter was elected president of the board and James Thompson was chosen secretary and treasurer. A building committee was chosen, a special committee was organized to select a principal for the academy, and each member of the board was constituted a committee of one to solicit subscriptions and raise funds to meet the expenses of the school. By June 30 over \$2000 had been subscribed by local citizens, and the board borrowed \$700 in gold secured by the personal notes of James Madden and Judge Ivory Quinby. The latter was an outstanding lawyer in western Illinois during the 1850's.⁹

After some delay the new academy opened on the first Monday of November, 1853, with the Rev. James R. Brown, a graduate of Miami University, as principal, and Maria Madden, sister of James Madden, as assistant principal. Brown was promised a yearly salary of \$800, but since most of the money that was being raised was earmarked for the building fund, members of the board told him privately that they "did not know where the money was to come from to pay him." Shortly after school opened Brown developed a severe case of the shakes (ague) and for some time was too ill to care whether he was paid or

⁹ James Martin to James Woodburn, Monmouth, Illinois, June 30, 1853; *The Annex*, February 1, 1890; *Monmouth Atlas*, October 1, 1896.

not. He became so exhausted from the illness that he asked for a leave of absence and spent most of the school year with friends in Iowa. Matthew M. Bigger was acting principal during Brown's absence. Much improved in health, Brown returned to Monmouth in the fall of 1854 and directed the academy until it was elevated to the collegiate level in 1856. His brother, William Brown, was his chief assistant, for Maria Madden had resigned in the Spring of 1854.¹⁰

The main problems confronting the board of the Monmouth Academy from 1853 to 1856 were money, equipment, and housing. Of the three, the housing was the most critical. During the first three years of its existence the school moved from pillar to post. The first classroom of the institution that was to become the beautiful Monmouth College of today was in a dingy frame building that stood on the corner of North Second Street and East Archer Avenue. On Sundays, this building was used by the Christian Church as a place of worship.¹¹

There is no reliable record extant to indicate the number of students who attended the first session of the academy. The estimates range from twenty to one hundred and since the academy temporarily absorbed Maria Madden's select school together with the greater number of students from the W. B. Jenk's private school the enrollment probably approached the one hundred mark. Because so many of these were young children it was necessary to establish a primary department. The tuition in this department was \$4.00 per session in advance. The more advanced students could choose between the classical department and the English department. The former cost the student \$8.00 per session in advance while the courses devoted to English literature were two dollars cheaper.

¹⁰ *The Annex*, February 1, 1890.

¹¹ *The Monmouth Atlas*, January 13, 1854.

The school's equipment was primitive. The room was equipped for church services and only poorly furnished for that function. The lighting was inadequate and the heat in winter uncertain. There were no partitions to separate the several classes. To provide desks, wide boards were hinged to the back of the rather unsteady pews. The boards were supported by wooden braces which could be folded back out of the way when the building was being used for religious devotions. To make some distinction between the higher and lower divisions of the school, a large calico curtain was hung by small brass rings to a cord stretched across the room from side to side. When school was not in session the calico could be easily drawn back like a stage curtain, making the entire room available for all school programs or for the meetings of the Christian Church congregation.¹²

In the fall of 1854 the academy moved to the basement of the Presbyterian Church on South Main Street. The new location was furnished with a better type of desk but otherwise it had few advantages over the Christian Church. Apparently the basement was the soundest part of the building as the superstructure was anything but stable. According to James Madden the church was leaning at a sharp angle and it was necessary "to get a big pole and prop it up to keep it from falling down."¹³ But apparently the old church was not as structurally anemic as it appeared. Not only did it hold together during the two years it was occupied by the academy, but with remodeling, face lifting, and the addition of numerous poles it served as the local opera house for many a long year.



In the history of higher education in the Midwest the academy was a tentative proposition, a trial balloon used

¹² The Rev. Marion Morrison and F. O. Ross, '90, wrote several valuable articles on the academy for *The Annex*, January 18, February 1, 1890.

¹³ *The Monmouth Atlas*, October 1, 1896.

to test the cultural needs and aspirations of the community. If it failed no serious loss would be incurred. If it showed definite signs of success then the investment could be increased, the curriculum expanded, and the institution raised to the collegiate level. The Monmouth Academy, according to its promoters and its board of trust, was destined for a long and fruitful career. After the first year, as the school grew with the growing town, efforts were increased to transform it into a college. In 1856 the state legislature was petitioned for a collegiate charter and Dr. David A. Wallace was elected president of the college. The Rev. Marion Morrison of Tranquility, Ohio, was selected to occupy the chair of mathematics and natural science, and James R. Brown was promoted to a professorship of ancient languages.

Meanwhile the building committee was carrying out instructions to provide permanent housing for the growing institution. Their task was made easier by the donation of a lot on what is now North A Street by Abner Clark Harding, pioneer builder of the Burlington Railroad, who became one of the college's greatest benefactors. Plans for a substantial brick building were drawn up, the contract was let, and the structure was scheduled for completion early in August, 1856. Announcements were made that the first session of the college would begin in the new building on the first of September.

As it turned out, the announcements were somewhat premature and represented the exuberant optimism of the board. On the first of September, much to the dismay of everyone concerned, the college building was still without a roof. Under the circumstances, postponement of the opening would have been accepted as inevitable but the pioneers of Monmouth College were not ordinary men and they were determined that college was to begin on schedule even if classes had to be held on benches in the public square. For-

unately it was not necessary to adopt this rather bizarre expedient, although the alternative was not much better. The board rented a little schoolhouse built of hand-hewn timbers that stood on the present site of the Y. M. C. A. Here in this humble, rustic, little one-room building, on September 3, 1856, Monmouth Academy became Monmouth College, consecrated by prayer, a song, and the faith of the founders.

The college occupied the little schoolhouse for five or six weeks before the new building on North A Street was ready for use. During this time the number of students increased from twenty-one to fifty,¹⁴ a number which overtaxed the capacity of a building which had never been intended for the cradle of a college. The faculty consisted of Brown and Morrison, as Wallace had not arrived from Boston and was not expected until some time in October. No effort was made to form regular classes although assignments were made and sporadic recitations were heard. On Friday night of the first week of the first term twelve young men called a special meeting in this makeshift college building and organized the first of the famous literary societies. It was called the Erodelphian Society. A few weeks later it took the name long familiar to all Monmouth alumni, Philadelphian. Daniel Harris was the first president of this society and it is interesting to note that the term of office was only four weeks. Harris, incidentally, had attended Washington College in Iowa during the preceding year, which made him the first transfer student in Monmouth's history!

So the little old one-room schoolhouse was to have some hallowed associations for the first collegiate class and for Brown and Morrison too. Although the days were hectic and uncertain, the time came when they all realized that this unpretentious schoolhouse, more than any other build-

¹⁴ The figures are approximate.

ing, was the real birthplace of the college. At the time students and professors felt "much as a swarm of bees feel when they have gone from the old hive and find that they have no queen."¹⁵ But later they realized that they had developed a certain sentimental attachment for the old school, and Morrison, in particular, carefully watched the building as it was moved from lot to lot to make way for more pretentious structures. This building, strangely enough, still exists, defying the elements, the wear and tear of time, the migrations up and down the streets of Monmouth. It is a tough old building and it has its history. Should it not be preserved as a shrine? It has outlived all other buildings associated with the early college. It is the only material tie that connects the present institution with the struggling pioneer college of the 1850's.

In October 1856 the new building was ready for occupancy and at the same time David A. Wallace arrived from Boston and began his duties as president of the college. When faculty and students moved into their new home they scarcely dreamed that within a few years they would be asking for additional rooms in which to conduct the classes and carry on the business of the institution. The first college hall was a solid brick structure, 40 by 80 feet and two stories high. It contained a chapel seating 300 persons and there were eight well-lighted classrooms. Heat was furnished by stoves and fireplaces and a flaw in one of these caused a small fire in the building several years later. The original plans called for a belfry but there is reason to believe that the belfry was never constructed. In general the first building erected for the college was very plain, reflecting, perhaps, the architectural influence of colonial New England. Indeed, if it had been ornamented with a graceful spire it would have closely resembled the rural Congrega-

¹⁵ Marion Morrison, "History of Monmouth College," in *The Annex*, April 18, 1890.

tional churches of eighteenth century Massachusetts or Connecticut.

Perhaps the same thought flashed through the mind of Wallace when on that day in October, 1856, he first looked upon the building that housed Monmouth College. Certainly, there was little else in the town that reminded him of the New England that he had left early in September. The straggling town, surrounded by the prairie and extensive groves of trees, presented a sharp contrast to cultured Boston and the trim Massachusetts villages where he had lived and worked for six years before accepting the presidency of the young college in western Illinois. Monmouth was a city in name only and it had many features that were reminiscent of the frontier. The streets were muddy lanes or dusty trails according to the season. Sidewalks were few and far between and street lighting was only a dream in the fertile brains of a few progressive citizens. Cows roamed at will over the yards and prairie chickens were often observed flying over the public square. But there was a brand new telegraph line and the iron horse was making the stage coach a museum piece. Then, too, there was the embryonic college, with its hopes, its desires, and its ambitions. All it needed, according to its friends, was money and inspired leadership. Wallace gave generously of his time, energy, and ability and there were many who said that his inspirational leadership was contagious.

Wallace was well prepared for the position that he accepted at Monmouth. Family background, training, and experience were in his favor and these factors when analyzed help to explain his success with a daring adventure in Christian education. David Alexander Wallace was born near Fairview, Guernsey County, Ohio, June 16, 1826, the son of John and Jane McClenahan Wallace. His parents and grandparents were of Scotch-Irish ancestry, hardy men and women who upheld the Scotch-Irish tradition of piety,

tenacity, education, and leadership. It has been mentioned above that the Scotch-Irish immigrants of the eighteenth and nineteenth centuries were usually in the vanguard of the advancing frontier, carrying their militant Presbyterianism and their insistence on an educated ministry into the early West. The Wallaces and the McClenahans were no exceptions and before the War of 1812 they were giving their support to the kirk and the school in the Pennsylvania settlements and before long they were pushing westward with plow and ax and Bible into the virgin land of eastern Ohio. David Wallace, in his own time and for his own generation, was to be a pioneer of education in western Illinois.

The future president of Monmouth College began his own education in the winter of 1830-31. He was only four years old, but already he exhibited that urge to learn that was to characterize his entire life. The snow lay deep in eastern Ohio that winter, too deep for the short legs of a boy of four, but he was so infatuated with school that his uncles took pity on him and carried him piggy-back through the drifts. He learned rapidly and when he was twelve he matriculated at Madison College, Antrim, Ohio. The cost of a college education put too great a strain on the family exchequer and young David found it necessary to teach school for several years before continuing his advanced studies. In 1844 he entered the junior class at Miami University, Oxford, Ohio, where he became popular with faculty and students. Here he met Marion Morrison who, twelve years later, became the first professor of mathematics at Monmouth College.

Wallace made an excellent academic record at Miami and in August, 1846, he graduated at the head of his class. The fact that he was elected president of Muskingum College before he received his diploma from Miami would indicate that he was considered a rather promising young

man! He stayed at Muskingum until 1849, when he resigned to accept an administrative post in the public school system of Wheeling, West Virginia. However, the desire to enter the ministry was becoming too strong to be denied and after private study and several courses in theology in Associate Reformed Presbyterian seminaries at Oxford, Ohio, and Allegheny, Pennsylvania, he was ordained by the Associate Reformed Presbytery of New York in 1851. Two other momentous events took place in this year. He was appointed the pastor of the Associate Reformed Presbyterian Church at Fall River, Massachusetts, and he married Martha J. Findley of New Concord, Ohio. Henceforth, Martha Wallace was one of the main sources of inspiration for his work.

The young couple entered upon their duties at Fall River with all the enthusiasm of determined youth. The pastorate was anything but a sinecure. As a matter of fact, Wallace had accepted the position because it offered a challenge to his ability as a preacher. He found the congregation disorganized, discouraged, and burdened with debt; but within a year he brought order out of chaos mainly by the sweat of his brow and the sincerity of his teaching. In the beginning the congregation was as undeveloped as a missionary outpost. He went from house to house preaching, lecturing, teaching, holding prayer meetings and giving wise counsel on matters religious, social, and economic. By 1854 the church in Fall River was firmly established and his presbytery placed him in charge of a new congregation in East Boston. Once again he found himself in a missionary environment and again he began the slow, arduous task of molding a church from grass roots and human souls. The pastorates at Fall River and East Boston offered Wallace many opportunities in church and youth leadership and in social and financial administration. In these congregations he tested his philosophy of life, sharpened his wits, and

lost the lingering traces of adolescence that had clung to him as he left the seminary. He learned valuable lessons in humanity, in cooperation, in adaptability, and in sacrifice. These experiences served him well when he took over the responsibility of guiding the collegiate institution in Monmouth in 1856.¹⁶



David Wallace came to Monmouth in a year of decision. The sectional controversy was mounting in tempo and violence and there was bloodshed in Kansas over the slavery issue. The great problems of the day were beyond the point of compromise and even the major political parties were breaking up and regrouping under new banners. For the first time the newly organized Republican Party entered a candidate in the campaign for the presidency and lost the decision to Buchanan and the Democrats. The discussion of the slavery issue became more bitter, more widespread, and more pregnant with impending crisis. Even before Lincoln and Douglas focused the attention of the nation on the Midwest, the people of Illinois were conscious of the magnitude of the developing conflict and alert to the dangers within it.

Wallace believed in the anti-slavery policy of his church but when he arrived in Monmouth in the fall of 1856 he was more concerned with the problems of Monmouth College than he was with political controversy or the distant drums of civil war. Let the statesmen and the politicians guide the destiny of the nation. He had been assigned the task of guiding the destiny of a school which so far had

¹⁶ There is no adequate biography of Wallace and most of his personal papers have been destroyed by fire. For a brief review of his life see Rev. H. F. Wallace, *A Busy Life; A Tribute to the Memory of the Rev. David A. Wallace* (Greeley, Colorado, 1885). Additional information can be found in the files of the local newspapers, the college papers, and the college year-books.

lived primarily on the wishful thinking of its inspired trustees. But he soon discovered that the cooperation of men of all parties and all denominations was essential to the ultimate success of the college. So willy-nilly he was forced to give considerable attention to the political and social issues of the day. But he could not afford to be an ardent partisan of any political or social cause for fear of giving offence to men whose help was needed for his own educational cause. The fact that he overcame this problem and made friends of men and women of all religious faiths and various political convictions speaks well for his wisdom and diplomacy. In his own way, and on his own moral plane, Wallace was a politician himself.¹⁷

His platform was Christian education and his candidate was Monmouth College and he was certain that there was a place for both in the Midwest. He knew from his first day in Monmouth what the college needed if it was to survive and give continued service to the town, to the region, and to the church which had conceived it. It needed money. It needed a sound curriculum and a wise administrative policy. It needed devotion, sacrifice, hard work, and a steady hand on the helm. It also needed a charter to give it a firm foundation and a sense of permanency that only official legal recognition could confer.

Wallace was pleased to learn that the capable trustees had already drafted a charter before his arrival in Monmouth and this document was approved by the Illinois legislature February 16, 1857. According to the charter the official name of the institution was "The Monmouth College," and its purpose was the instruction of youth in the various branches of science and literature, the arts, and foreign languages.¹⁸ Control of the college was given to the

¹⁷ R. W. McClaughry, *David A. Wallace and His Work* (a pamphlet, n. p., n. d.), pp. 22-23.

¹⁸ *Private Laws of Illinois 1857*, pp. 883-886.

Associate Reformed Synod of Illinois. In 1858 the Associate Church and the Associate Reformed Church combined their organizations to form the United Presbyterian Church of North America and the control of the college was transferred by charter amendment to the United Presbyterian Synod of Illinois. By 1874 the Synod of Iowa and the Synod of Kansas cooperated with the Synod of Illinois in the management and support of the college.

According to the charter of 1857 the government of the college was vested in a Board of Trustees numbering twenty-four members. Eighteen members were appointed by the controlling synod and six were appointed by the board itself. The trustees were granted the power to establish the various departments of the college, to select and remove the president, the professors, instructors, and tutors. The trustees might also elect a treasurer, demand that the treasurer give bond, and dismiss him at their pleasure. Under the original charter the president of the college had the power to regulate and establish "the course and mode of instruction and education to be pursued in said college," and together with the faculty he had the authority to adopt and enforce rules and regulations deemed necessary for the good government of the institution.

For twelve years the college operated under the provisions of the charter of 1857 and then, in the light of experience, changes and modifications were recommended. These suggestions for improving the scheme of government were incorporated in the charter of 1869.¹⁹ In the first place, the new charter provided for a division in the administration. Local problems and local government were entrusted to the Board of Trustees consisting of nine residents of the city of Monmouth. This board was to meet frequently and to attend to the details of college business. The general gov-

¹⁹ *Private Laws of Illinois 1869*, vol. I, pp. 44-48; Minutes of the Board of Trustees, December 29, 1868, January 1, 1869.

ernment was invested in the Senate composed of the trustees and twenty-one directors.²⁰ The Senate met at least once a year, usually the day before commencement, and it was recognized as the supreme ruling power of the corporation, subject, of course, to the terms and provisions of the charter.

The revised charter of 1869 made some important changes in the authority of the president and the faculty and in the relationship between president and faculty. According to the original charter it would have been quite easy for the president to act independently on matters pertaining to courses and instruction but the charter of 1869 made it clear that the faculty as a group had the authority to determine the curriculum and also to make the rules and regulations necessary for an efficiently operated institution. Furthermore the faculty now had the right to call the Board of Trustees and even the Senate to a special meeting.

The charter of 1869 and the by-laws later adopted made the government of Monmouth College quite liberal and democratic. The president was a member of the faculty and represented the faculty on the board. It was his duty to furnish the trustees and the Senate with pertinent information pertaining to the operation of the college and to recommend whatever action he thought proper. These recommendations might originate with the president himself or with any member of the faculty or any officer associated with the school. It was his duty to call special meetings of the trustees or of the Senate whenever such meetings were requested by the faculty or the trustees. A majority vote was necessary to pass any ordinance, statute, or order, and the charter specified that the majority vote applied to all acts related to the finances of the college.



David Wallace discovered that the financial problem was

²⁰ Later increased to thirty-one.

the most indissoluble obstacle to the progress of the institution. Money was needed for the erection of buildings, to purchase furniture, apparatus, books and supplies. It was also an essential factor in maintaining a faculty. Finally there was the need for an endowment fund which would give stability to the economic life of the college.

The troubled year of 1856 was not a propitious time to endow a college. There were crop failures throughout the Mississippi Valley and the farmers from whom the strength of the college was to come faced economic ruin. The unsound condition of the banks, property indebtedness and the ruinous exchange system with the eastern merchants made the conduct of ordinary business extremely hazardous. Conditions became worse in 1857. Torrential rains and spring and summer floods brought more hardship to the farmers who watched their grain rot in the fields.

On the national scene uncontrolled speculation and over-expansion was driving the economy of the country into a depression. In August came the news that the Ohio Life Insurance Company of Cincinnati had failed, carrying with it a number of banks in that vicinity. Eastern banks closed; railroads and mercantile houses became bankrupt. While the panic of 1857 was felt most severely in the cities it brought fear and uncertainty to the rural West as well. This was the atmosphere in which Wallace began his career as the first president of Monmouth College. In a few years civil war brought an additional crisis to the institution and yet it survived and grew and sent its roots deep into the black soil of the prairie. To a great extent it grew on faith, the sacrifices of the faculty and the citizens of Monmouth, on the confidence that people had in Wallace himself.

The early financial policy of the college was anything but sound and it was only the fact that similar plans were popular in the Midwest and that everybody concerned was equally deceived that made the college money-making

schemes acceptable at all. The first effort to create an endowment was the sale of scholarships and this plan had been inaugurated before Wallace arrived in Monmouth so he cannot be blamed for its inception. According to this plan the college sold perpetual negotiable scholarships for one hundred dollar notes, each bearing six percent interest. By this arrangement the college contracted to give a year's tuition, costing in the early days about \$30, for the \$6 interest collected on the note. It soon became obvious that the plan would not work and it was subsequently modified. In order to lessen the evil of the perpetual scholarships, the college offered the holders of the scholarships an opportunity to exchange them for twenty year scholarships paying ten percent interest. Most of the subscribers, who had little to lose anyway, were glad to make the exchange. Under this new contract the college was bound to give \$1,000 worth of tuition for \$100 principal and \$200 interest, a total of \$300. About 150 of these scholarships were sold and then this plan, in turn, was abandoned.

Another plan involved the sale of script. For every \$100 donated the college issued \$200 worth of script which could be used as tuition. Many holders of the twenty year scholarships were happy to exchange for the script while still others gave up their scholarships without further consideration in order to help the college with its financial problem. The script plan offered partial relief from the pressure of the cheap scholarship malady but most of the students who attended used the script and so the tuition that the college should have been collecting to help defray current expenses was almost completely shut off. Furthermore, it became obvious that an endowment could not be raised on any of these plans.²¹

Slowly but surely Wallace and the trustees were convinced

²¹ *To the Friends of Monmouth College*, a pamphlet (Monmouth, 1872). Minutes of the Board of Trustees, February 2, 1867 and subsequent entries.

that the cheap scholarship plan would have to go in order to save the college from financial ruin. All of these schemes seem ridiculous today but they were employed by almost every college in the Midwest during the middle decades of the nineteenth century. The plan when first presented did sound reasonable. It was stated that men would be more generous with their donations to the college if they were assured of some return on their investment in the form of tuition. The core of the argument was the conviction that only one in ten or twenty of the scholarships sold would ever be used and that the income would be sufficient to pay the salaries of the professors. Many sensible men were deceived and the scheme might have worked except for the simple fact that instead of one scholarship in ten being used almost every one was redeemed by young men and women eager for a college education. Wallace soon saw the fallacy of the plan but once the college had been committed it was difficult to suddenly scrap the scheme. So new plans, each a little better than its predecessor, were adopted every few years until the Senate abandoned them all in 1872.

Whatever blame may be placed on the Wallace administration for persisting too long with the scholarship plan, the fact remains that the holders of the scholarships and the script had no personal complaint because in each case they received a generous return on their investment. The college administration deserves some credit for the wisdom shown in spending the small amounts of cash that were realized from the various plans and from private donations. It was amazing that so much was accomplished with so little money and yet during these years of uncertainty and financial insecurity the teaching staff was increased, a large building was constructed on the permanent campus, and better apparatus and furniture was secured.

In 1872 the Senate declared that an endowment of \$100,000 was an absolute necessity. To expedite matters

the Senate issued one thousand shares of fifty dollars each, payable in five equal annual installments. Neither scholarships nor interest was offered in return for the subscriptions. The principal of the endowment fund was to be "kept sacred, and only the interest applied to meet current expenses." This was an excellent resolution but a difficult one to keep.

The endowment program was sound but it took many years to obtain the \$100,000 that was regarded as the minimum goal. Progress was slow because of the lingering evil influence of the scholarships and the script that was still in circulation. Then, too, many people were beginning to tire of donating money to a college that seemed unable to get out of debt. Finally, the hard times that came with the panic of 1873 and which continued for several years made it impossible to collect many pledges because of the bankruptcy or financial embarrassment of the generous subscribers. On the other hand there were several factors that tended to offset these difficulties. In the first place there was a growing body of alumni whose loyalty to their alma mater was a source of great satisfaction to the administration and to the faculty. The quality of the graduates helped to build a good academic reputation for the college, and this of course became an important factor in the financial campaign. Many of the alumni made generous donations to the endowment fund and they in turn influenced others to do the same. In the second place, the Second Synod of the West was added to the Monmouth constituency in 1875 and this offered an additional source of financial aid. The third important factor that helped the financial drive for an endowment was the realization that the college had permanently reformed its business policy. Finally, special financial agents were engaged by the trustees to canvass the Monmouth territory for donations and this plan proved to be fairly productive. It also relieved President Wallace of

much of the gruelling field work and left him free to concentrate on administration matters.

By 1876 the endowment fund reached the \$75,000 mark but it was not enough to meet the needs of the college. The accumulated deficit in this year was over \$12,000, a rather large sum for the times. Student fees were increasing, but they still amounted to only \$4000. The total payroll for the faculty was \$10,000. The total expense for the college was \$15,000 but the total income in 1876 was only \$10,787.12.²² Although the move was regrettable, the Senate authorized the payment of the operating deficit with money borrowed from the "sacred" principal of the endowment fund. In general, however, the financial condition of the college was better in 1876 than it had been at any time in the history of the institution. With the appointment of D. M. Ure as treasurer the business affairs of the college continued to improve and in 1878, when Wallace resigned as president, the endowment had expanded to \$78,000.



The management of monetary affairs was only one of many problems that constantly demanded the attention of the Wallace administration. In spite of crop failures, panics, and civil war the college continued to grow throughout the period, making it necessary to secure larger accommodations than those offered by the building on North A Street. When the college first occupied this building in 1856 it was more than ample to meet the needs of the day but with the growth of enrollment and expansion of class and club activities the building was crowded to the point of inefficiency by 1859. A new building with enlarged facilities on a better site became a necessity but with the financial condition of the college at a low ebb no one dared to predict how the new campus could be secured short of a miracle performed

²² Minutes of the College Senate, June 21, 1876.

by the good fairy. Fortunately for the college two of its friends, A. Y. and David Graham (who were too substantial to be mistaken for fairies) offered to donate ten acres of land for a campus and the proceeds from the sale of twenty-five acres of land which they owned in what is now the "college addition" to the city of Monmouth. The land and money was offered on condition that a suitable brick or stone building should be started by September 1, 1861 and finished not later than September 1, 1864.

This generous offer was of course immediately accepted and the college came into possession of the land that became the center of the modern campus. On October 25, 1860, a committee was appointed to draw up plans for the proposed building and to suggest means for securing additional money to defray construction costs. Wallace was chairman of the committee which included such staunch supporters of the college as Ivory Quinby, James G. Madden, A. C. Harding, Alexander Young, J. A. Young, and A. Y. Graham. Special agents were appointed to canvass the United Presbyterian congregations at North Henderson, Cedar Creek, Smith Creek, Spring Grove, and South Henderson, while members of the committee solicited funds in the city of Monmouth and in the state at large. As the immediate results of this campaign were not too promising, the board decided to use the money secured from the sale of the twenty-five acre plot that had been included in the Graham donation.²³

Meantime Ivory Quinby was in Chicago drawing up plans and specifications for the building with the firm of Carter and Bauer. This work was completed on November 30, 1860. The specifications called for a brick structure three stories high with basement and attic. The overall measurements of the building were seventy-eight feet eight inches by

²³ Minutes of the Board of Trustees, October 9, 30, 1860.

fifty-three feet eight inches not counting projections and porticoes. A square cupola added a decorative touch to the roof and highly polished hardwood railings made the stairways attractive and safe. A full basement was provided and each section of the basement except the coal rooms was finished for classroom use. The main floors were divided into classrooms of good size. There was also a chapel room but no provision was made for offices. Finally there were "two double privies fitted up with suitable seats with hinged covers." ²⁴

Actual construction began on the building in 1861 under the personal supervision of Wallace, who was not only chairman of the building committee but treasurer of the building fund, and in the last analysis responsible for the entire project. His work was made more difficult when the builders gave up their contract and severed relations with the college. The building committee decided to complete the work themselves and, much to the surprise of everyone, finished the job with speed and efficiency and at a saving of one thousand dollars of the original contract price. Wallace was a human dynamo in this enterprise. He worked day and night soliciting funds, superintending the work, keeping the accounts, hiring the laborers, and even attending to the payment of the workmen. It was his idea to make the brick for the walls right on the campus and so clay, straw, and kilns came to the college as the institution went into the brickmaking business. In all this work he always had the moral and financial support of his loyal committee and the encouragement that he received from such men as Quinby, Graham, Harding, and Madden was of inestimable value.

After overcoming many difficulties the building was finished in August, 1862. But a considerable debt had been incurred during the construction, and the college did not

²⁴ Specifications for the Carpenters and Joiners, MS in Monmouth College Library.

take possession of the new structure until this debt was liquidated in the spring of 1863. The total cost of this building, including grading and furniture, was \$18,489. When it is remembered that the building was completed and paid for during the trying years of the Civil War, the achievement takes on greater significance than if the structure had been erected in more normal times. The building, which became known as "Old Main," stood as a monument to the exuberant faith that Wallace and the trustees had in the future of the college. But they actually underestimated their needs; twelve years later it was necessary to add a \$14,000 addition to the main building in order to provide a larger chapel, a library, more efficient science laboratories, a natural history museum, and additional classroom and office space. In its remodeled form, Old Main became the heart of the college until 1907, when it was gutted by a disastrous fire.



While a physical plant is a necessity, the reputation of any institution of learning is dependent upon the caliber of the faculty and the educational ideals of the administration. From the beginning Monmouth College was fortunate in its personnel. Judged on the basis of general training and teaching ability, David Wallace and his little staff of professors and teachers ranked collectively above the average of the times. Judged on the basis of hard work, sacrifice, and their devotion to a cause, they were exceptional men and women.

Wallace himself set the pace for the faculty. Not only was he effective as president, but he filled almost every other office and chair of instruction, sometimes doing the work of three men. In the long run this was poor economy, as the overwork eventually undermined his health and caused his premature death. It was not at all uncommon for faculty members to teach six and seven hours a day for salaries

that did not meet their normal living expenses. They gave their services to committees and special problems and were always on hand to advise and encourage the president at each crisis. In horse-drawn hacks they toured the neighboring counties in all kinds of weather, recruiting students and soliciting money. On one occasion, Professor Marion Morrison, with his pants tucked inside his boots, walked thirty miles through mud and water in order to keep an engagement that was important to the college. In the faith, devotion and sweat of these men can be found the real reason for the success of Monmouth College.

During the first year of the Wallace administration the curriculum was experimental and limited in scope. The only course that was a definite fixture from the very beginning was Bible; and all students were required to attend daily chapel and recite a Bible lesson at least once a week. Students taking a regular full course could hardly escape the courses in Old and New Testament in the original Hebrew and Greek. They also studied textbooks on natural theology, evidences of Christianity, moral philosophy, and the principles of the Gospel. Student prayer meetings, foreshadowing the activities of the modern Campus Christian Association (CCA), were available but not compulsory, since they were organized and conducted (at first with considerable secrecy) by the students themselves. According to the catalog of 1858 the president and the faculty regarded it as a duty to "labor for the moral and spiritual welfare of the students." In this connection it is important to remember that, while the college was denominational in management, it was non-sectarian in its teachings and was never guilty of proselytizing. Students of all evangelical faiths were always welcome, and the Board of Trustees has never been confined to United Presbyterians. The Quinbys, for example, who have been so important in the history of the

college, have been through three generations firm supporters of the Monmouth Methodist Church.

In the fall of 1857 the curriculum was expanded into two courses of instruction, the classical course and the scientific course. Each course in turn was divided into a preparatory department and a collegiate department. The main purpose of the preparatory departments was to lay the foundations and provide the background necessary for the work on the higher college level. When the faculty was convinced that the student was ready for advanced work he would be promoted to the regular freshman class in the college division. The average freshman studied Latin and Greek (including Cicero's *Orations* and Xenophon's *Anabasis*), algebra, geometry, composition, and rhetoric. The sophomore found himself more and more involved in the Greek and Latin classics, and in more advanced mathematics, including trigonometry. Surveying and navigation were added to the sophomore course and mensuration was a standard study. The juniors and seniors were gluttons for punishment, spending most of their time with Tacitus, Demosthenes, Plato, and Cicero. For relaxation they read Hebrew, philosophy, English literature, theology, and astronomy. Geology, physiology, botany, and economics (political economy) were also available and history, including a study of the constitution of the United States, was included in the curriculum from the elementary preparatory years through the four years of college work.

Students who enrolled for the scientific course followed the classical course as outlined above during the freshman and sophomore years, and then, in the junior and senior years, concentrated on the sciences and higher mathematics. But even the scientific course was broader than it is today, and included history, English, philosophy, logic, rhetoric, and theology.

French and German were also available, although these

languages were not included in the regular courses. Students in the scientific course could substitute either French or German for Latin, and students enrolled in the classical course were allowed to take German instead of Hebrew. Wallace and the professors were quite modern in the sense that they recognized the diversified talents and tastes of the students and frequently modifications and adjustments were made accordingly. It was this philosophy of education that encouraged the development of a department of music and art which was for the most part self-sustaining. Courses in this department included piano, violin, and guitar. Qualified students could study vocal music and were given an opportunity for practical experience by performing before the various musical associations in the city. The art courses included pencil sketching, pastels, and oil painting. In the early seventies the college introduced a two and one-half year normal course, and a special teacher's diploma was issued to the students who completed this work to the satisfaction of the faculty. The teacher's course could be combined with either the classical course or the scientific course much as it is today, and under this arrangement the student would receive the B.A. or the B.S. and at the same time be certified to teach in the public schools.

The cost of an education at Monmouth College in the early days varied somewhat according to the course pursued. As the college year was arranged on the quarter system, there were three sessions scheduled between the first week of September and the last week of June. The first term cost \$12 in tuition for either the classical or the scientific course. The second and third terms cost \$9 each. There was a matriculation fee of \$5, an incidental fee of \$10 per year and a bookkeeping fee of \$5 per term. The entering freshman, provided he used cash and not script, paid on the average \$60. Music, drawing, and special courses in penmanship were "extras" and cost additional

money. The charge for a course of twenty lessons in instrumental music was \$16 plus \$2 for tuning the piano. In the art department the cost for a course of twenty-four lessons in pencil drawing was \$8; in pastels \$10; and in oil painting \$15. There was no extra charge for modern languages or the special teacher-training courses. For a time veterans of the Civil War were permitted to enjoy all the privileges of the college without charge.

One of the reasons for the popularity of Monmouth College was the fact that it was coeducational. The very first circular, dated November, 1856, stated that "male and female pupils" would be admitted on the same terms. By 1862 the "males and females" had become "ladies and gentlemen," and they were admitted "on the same footing" to classes, laboratories, and the library. In this respect Monmouth was quite progressive, as coeducation was still considered an experiment and Wallace himself had been skeptical about it when he arrived in Monmouth. The trustees prevailed, however, and after a time, Wallace became reconciled to the idea of "mixed" education. It was a case of western ideas, the frontier influence, undermining the more traditional pattern of education common throughout the eastern states.

The work of the students was expedited by a well-chosen library which contained about two thousand volumes at the end of the Wallace administration. Current periodicals and newspapers were available for student use and the Warren County Library supplemented the college library. Before 1876 the science department was relegated to the basement of Old Main and its apparatus and laboratory facilities left much to be desired; but after the new wing was completed, the science quarters were described as "spacious and elegant." The equipment, however, was little better than it had been before although the catalog of 1876 described the "extensive Philosophical and Chemical Apparatus"

which afforded means "for a satisfactory illustration of the most important principles in the various departments of Astronomy, Natural Philosophy, and Chemistry." More apparatus was added through the years as funds became available, and the scientific equipment was probably equal to that of Illinois colleges of like scope and endowment.

The Monmouth College Museum was one of the most interesting in Illinois. The first contribution was a geological collection from the state geological museum at Springfield which was sent to the college in 1863. In the same year the college purchased the James Barnett oriental collection, which was the result of seventeen years research in Palestine and Egypt. The geological specimens in this collection included granite from Mt. Sinai and red and grey sandstone from the same region. There were also Jurassic rocks containing interesting brachiopods and mollusks. The zoological specimens were mainly corals. The collection was further divided into mineralogy, botany, mythology, customs, and history. During the next fifteen years American minerals, corals, and shells were added to the collection. J. C. Nevin, who had been a missionary in China, gave the college a fine assortment of Chinese curiosities, and Dr. Julian Lansing, a United Presbyterian missionary in Egypt, secured for the college a cast of the Canopus Stone, which for a time caused as much comment as the famous Rosetta Stone which Napoleon's soldiers had found in 1799 near the mouth of the Nile.²⁵



At the conclusion of his administration David Wallace must have looked back over the years of his presidency with the thought that everything good and bad that can possibly

²⁵ The material in this section is based on the college catalogs, a manuscript "History of Monmouth College" to 1881 by D. M. Ure, and a series of articles by J. H. Hutchison on "The College Cabinet" in *Monmouth Collegian* beginning January 28, 1882.

happen to a college president had happened to him. These were the crucial years in the life of the college. There were days when Wallace and his advisers were not certain that the college would open its doors when the sun came up again over the eastern rim of the prairie. But day after day and year after year, the problems were solved and the crises were overcome. The college not only remained open but grew in prestige. Wallace himself became known as one of the Midwest's most successful educators. His determination to keep the college open during the Civil War was one of those happy decisions that brought recognition to himself and increased prestige to the institution. His attitude was dramatically summarized in a brief notice that he inserted in the *Monmouth Atlas*, August 8, 1862 :

The undersigned takes this method of stating that it is the full determination of the Faculty to resume the exercise of the College on the second day of next September. It is expected that every member of the Faculty will be at his post at the opening of the session.

We must educate, whether there be peace or war.

DAVID A. WALLACE
President of Monmouth College.

Ever since the election of Abraham Lincoln to the presidency the sectional tension had been mounting and the sound of distant drum-taps was heard throughout the country. Suddenly the storm broke and for the moment college affairs, local affairs, were of little importance. On Friday April 19, 1861, the *Monmouth Atlas* published the following notice :

Persons desiring to form a military company for the purpose of aiding in defense of our country are invited to meet at the Court House in this city tomorrow, Saturday evening, at seven o'clock.

FREEMAN! DO YOU HEAR THE CALL?

The next day the city was electrified with excitement. It spread onto the campus and charged the air of Old Main. Saturday evening the courtroom was crowded with students and townspeople and the rafters rang with eloquent speeches made by young men on fire with patriotism. Soon ninety-nine of the one hundred men needed for the company had enlisted. The tradition persists that when it was announced that one man more was needed to fill the unit, Josiah Moore, a junior in the college, stood up in the rear of the room and announced, "I am that man Moore." Later in the evening he was elected captain of the company.

Within ten days the newly enlisted men were ordered to Peoria. On April 29 they gathered at the C. B. and Q. station with thousands of Monmouth citizens and the entire student body present to give them a rousing sendoff. There were speeches, shouts, flag-waving, and patriotic songs. One of the coeds from the college gave the official farewell address and then the train slowly pulled out of the depot. War had come to Monmouth. Of the one hundred men in Monmouth first to offer their services to the cause of the Union, twenty were students at the college. Before the war was over the student body, the faculty, and the trustees furnished one brigadier general, four majors, seventeen captains, thirteen lieutenants, one quartermaster, two adjutants, and three chaplains, making a total of forty-one commissioned officers. The college also furnished forty-eight non-commissioned officers and one hundred and forty-three privates to the Union army. The grand total was two hundred and thirty-two men and one out of eight made the supreme sacrifice.

By 1863 there were no able-bodied men on the campus, only boys under military age and young women. In 1864 some of the veterans began to trickle back to college; some had been wounded, others had sick-leave, still others had served their term and now were anxious to complete their

education. In October 1864 larger groups began to return and then in June 1865 all the troops left in the field came marching back. The streets of Monmouth were decked with flags, there were bonfires and fireworks and shouts of joy. There were social receptions, special lunches, banquets, and public entertainments. Everywhere the festive boards were heavy with delicious food, luxuries, and delicacies of all varieties. In September many of the men were back at work in the classrooms but the empty sleeves, the missing fingers, and the crutch thumping on the wooden floors of Old Main were constant reminders of the tragic events that they had witnessed. War came to Monmouth College and the school met the challenge with a determined policy. Many personal sacrifices were made but the institution emerged from these years of crisis with increased strength and prestige. President Wallace increased his popularity by constantly keeping in touch with "his boys" at Nashville, Shiloh, and Vicksburg. On one occasion he made a personal visit to the army camped at Ft. Donelson, taking letters and personal messages to the young men and to A. C. Harding, who was now a general. Wallace traveled by boat to Ft. Henry and then, with a squad of cavalry for escort, he rode across country to Ft. Donelson in a four mule team army wagon. This little adventure endeared him to the hearts of the students more than anything else that he did during the course of the war and he was cheered heartily when he made his firsthand report in the college chapel after his return from the battlefields of the South.²⁶



The years passed slowly with their perennial problems, their pressure of demanding urgencies. They were lean years mostly, hard and unrelenting, sometimes tragic, some-

²⁶ See in particular *Monmouth College Oracle*, May 30, 1911, and the newspapers (Monmouth) for the Civil War years.

times briefly sparkling with the joy that comes with unexpected success. They were years that sapped and undermined the physical stamina of David Wallace, but while his health was destroyed, his indomitable spirit and commanding personality grew in strength and effectiveness. Throughout his administration he continued to inspire the students under his charge. The stimulation that he gave to youthful minds, the molding of character, the insistence on high ideals, made Wallace an outstanding educator. As an administrator he overcame many obstacles to lay the foundations of Monmouth College on solid rock.

CHAPTER TWO

The Builders

I

THE resignation of David Wallace in 1878 was accepted with regret by the Senate of the college. The students lost a faithful friend, and the faculty an indefatigable colleague, when he left the campus.¹ He resigned knowing that he had given the best years of his life to the founding of the college. He made mistakes, some of his decisions were unwise, but in general his administration was marked with progress and success. Even the financial situation was much improved although serious financial problems were inherited by his successor, Jackson Burgess McMichael, and by every president of the college to the present time. Periodic financial difficulties have always been the one persistent characteristic of the American liberal arts college. Perhaps in this constant battle for survival lay the source of the strength of the small college, because, once founded, the small church-related institution of higher learning has always exhibited admirable tenacity.

If David Wallace and his co-workers were the founders of Monmouth College, the presidents who guided the institution after 1878 were the builders. This was true especially

¹ Minutes of the Board of Trustees, December 1, 19, 1877.

of Jackson Burgess McMichael, Thomas Hanna McMichael, and James Harper Grier. Even the very short and somewhat unhappy administration of Samuel Ross Lyons added \$100,000 to the endowment.

Jackson Burgess McMichael, the second president of Monmouth College, was born at Poland, Ohio, July 22, 1833, the son of John and Ellen Burgess McMichael. His boyhood and youth was spent on the family farm where he shared in the work of planting and harvesting. When he was seventeen he began a short apprenticeship to a carriage-maker and wheelwright. But, while this proved profitable and taught him a very useful handicraft, it did not satisfy his desire for a liberal education. After several years of independent study and tutoring he entered Westminster College. He graduated from Westminster in 1859 and matriculated at Xenia Seminary in the same year in order to prepare himself for the ministry. In 1862, after three years of advanced study, he was ordained and shortly afterwards he accepted the pastorate in the United Presbyterian Church at Sugar Creek, Ohio. In the same year he married Mary N. Hanna of Washington, Pennsylvania.

At Sugar Creek, young McMichael enjoyed an almost ideal relationship with the members of his congregation. Years later, after his retirement from the presidency of Monmouth College, his one great desire for his declining years was to return to this church where, as a young and enthusiastic preacher, he had made so many true friends. In 1872 he was elected to the chair of church history at Xenia Seminary, but he made arrangements to continue his ministerial work at Sugar Creek. Six years later he was elected to the presidency of Monmouth College.²

When he accepted the new responsibility, McMichael was forty-five, in vigorous health, and alert to the challenge of

² Minutes of the Senate, June 19, 1878. There is no biography of J. B. McMichael.

a college presidency. His background, training, and experience were to serve him well in his new position. A pastor of experience, he was ready to shepherd his college flock with sympathy and wisdom. And the fact that he was a father of six children made him especially sensitive to the problems of youth. His teaching experience at Xenia Seminary gave him an insight into the affairs, the everyday problems, and the aspirations of the college professor, and prepared him for leadership in the educational world. He possessed knowledge, a good share of what the people of Illinois called "horse sense," and, in spite of his rather ponderous figure, the capacity for steady and productive work. His administration was not spectacular, but it was wise and generally sound. He commanded the respect of his faculty and the admiration and respect of the students, but he lacked the inspirational leadership of David Wallace.

Jackson McMichael came to Monmouth College at the beginning of its adolescent period. The pioneer days, the period of infancy, were past now and while some of the problems of the earlier period persisted the institution's adolescence produced some new questions and new problems which called for efficiency, wisdom, patience, and tolerance. Among these was the problem of an expanding curriculum to meet the growing needs of the students. Even in the Wallace administration it became evident that the college, if it were to survive, would have to broaden its courses and expand its objectives beyond pre-ministerial training. Wallace was among the first to recognize the fact that the college, while it served the needs of the church, must also serve the community and the region. McMichael continued this policy and he made a serious effort to keep the college abreast of the thought of the time while maintaining a rather conservative hold on the reins. His program, of course, was curtailed not only by the conservatism of the United Presbyterian Church but by the financial limitations

placed upon him. Reforms and innovations therefore came slowly but by the 1880's considerable improvement had been made in the curriculum.

One innovation of importance was the creation of a department of music on the collegiate level and on a more equal basis with the other departments. Before 1890 musical instruction at Monmouth was very unsatisfactory and the courses offered failed to meet the growing demand. The college catalogs before 1890 asserted that "The Department of Music . . . affords facilities for the study of this subject seldom found in an institution of this character." This was a very misleading statement; the truth of the matter was that other colleges of equal character would have been ashamed to possess facilities as poor as those which Monmouth actually offered to the music students. In 1883 the college did not even own a piano or any other instrument and it was not equipped to teach instrumental music until 1890. The music department's inefficiency was aptly summed up in an article in *The Monmouth Collegian* (November 10, 1883):

. . . our music department is a sham. Prof. Price is an excellent musician and a good teacher, but he is about as much connected with the college as Wier's plow works. The principal difference is that the boys at the shops don't get their names in the catalogue under the head of Plow Works Department.

The irate reporter concluded his article by stating that the college should have a music department "not in name alone but in fact."

The faculty and administration agreed and during the nineties the music department, under the direction of Professor E. C. Zartman and Dr. J. B. Herbert, developed a more ambitious program and music was placed on an equality with other courses of study in the curriculum. It was not the intention of the department to teach music merely as an

"ornamental branch" but to make it "a part of a complete education, a higher culture." Students who desired private instruction were accommodated, but the class system was introduced to reduce the cost of a musical education and bring it within reach of persons of limited means. For example, the cost of sixteen weeks of piano in classes was \$18 while the tuition for private lessons for the same length of time was \$27. There were two lessons per week and each lesson lasted for forty-five minutes. Two students made a class although more than this number were admitted. The objectives of the music department were twofold. First, it was necessary to teach the student an accurate technique, and in the second place he must be guided in musical taste and appreciation. To achieve this, close attention was paid to technical studies and the best works of the masters were introduced in accordance with the progress of the student.

The music department offered courses in piano, guitar, and organ but a full four-year course leading to a diploma was offered in piano only. To complete this course the piano major was required to take two years of harmony and composition and one year of music history. The latter included the history of piano music, biographical studies of Beethoven and Mozart, Mendelssohn's *Letters*, and a general textbook covering the history of music. Instruction was also offered in harmony and choral singing while voice culture was recommended to all as "a highly desirable accomplishment."

The fact that the music department was located in the new auditorium, which was completed in March, 1897, added considerably to the department's prestige. The auditorium was the main contribution to the physical plant during the Jackson McMichael administration. This building, of old English gothic design, was erected at a cost of \$25,000. It provided the college with a much needed assem-

bly room capable of seating one thousand people, a smaller public hall (now the C. C. A. room), and the music conservatory and studios.³



Although Monmouth College was active in oratorical contests almost from the day of its founding it was not until the 1890's that anything resembling a speech department was organized. Monmouth students who wanted special training in public speaking went to Burlington or Galesburg and employed the services of professional elocutionists. Others from time to time received some tutoring from the English professor or some other member of the faculty with platform experience but the majority taught themselves the hard way through experience in the oratorical contests sponsored by the various literary societies on the campus. In the early 1880's Knox College added a regular instructor in elocution and oratory and when this news reached the Monmouth campus the students demanded that they be given a speech instructor to teach them how to influence judges and win awards.⁴ The administration responded cautiously and compromised by adding elocution first to one professor's duties and then another's. Gradually this make-shift arrangement evolved into a department of elocution, the forerunner of the modern speech department.

According to the catalogs published at the turn of the century the embryonic speech department aimed "to make natural and effective readers and speakers, and to develop as far as possible the individuality of the student." All students who expected to graduate from Monmouth were required to take one hour of speech during the freshman, sophomore, and junior years. The work in the freshman year included "free gymnastics" that were intended to

³ The auditorium was designed by D. E. Waide of the class of '87.

⁴ See for example, *The Monmouth Collegian*, October 7, 1884.

develop the chest. The gymnastics were followed by breathing exercises and drill in articulation and enunciation. The third part of the elementary course consisted of a critical study of various selections from English literature. Finally, each student had to perform on the platform and receive the advantage of special criticism from the instructor and the students who formed the audience.

The sophomore course continued the physical and vocal culture and some attention was given to facial expression and gestures. Special study was given to classical selections and emphasis was placed on individual performances. The work of the junior year followed the same pattern but on a more advanced level. In the final course considerable time was given to the reading of the Scriptures which was good training for all and especially valuable for the pre-ministerial students. The classes in elocution, including personal training for all students who were to appear in public debates or oratorical contests, were included in the general tuition. Additional personal instruction could be obtained by the student for a moderate fee.

Monmouth had engaged in inter-collegiate oratorical contests since 1873 and was a charter member of the Inter-Collegiate Oratorical Association and in view of these facts it is surprising to discover that the speech department developed so late in the school's history. It can be explained only on the basis of the limited budget as there was nothing in oratory or debate to be condemned by the conservative elements of the United Presbyterian Church. On the contrary, public speaking was considered a desirable part of the normal training of the pre-ministerial student. It was certainly popular among the students and created more genuine interest and school spirit than any other activity on the campus in the years before World War One. This sentiment was expressed by the editor of *The Annex* when he wrote:

Inter-Collegiate for this year is past. We are proud that Monmouth stands first in oratory. Our success in that line so far overshadows the defeat on the athletic field that we have not a single regret over the result of the late contest. Monmouth college is a literary college. Her first object has always been to train the mind and so well has she succeeded in developing those qualities which are highest and best that no other college in the association is so feared by her opponents.⁵

However, during the 1890's there was increased interest in athletics and in physical culture and President McMichael, who was interested in sports himself, secured an athletic field for the college on East Broadway. The addition of the playing field was hailed by the patriotic student as proof that the college was improving, and not degenerating as some of the drugstore critics had maintained. In 1893 a physical culture class was added to the curriculum. This filled a long-felt need but naturally led to a cry for a college gymnasium. By special arrangement the college used the facilities of the Y. M. C. A. but this was a poor substitute for a college gymnasium. There were no provisions for the college women as yet, since they were not permitted to enter the Y. M. C. A. building. The girls were beginning to demand the privileges in athletics that they had always enjoyed in every other department of college life. With college men and women, certain members of the alumni association, and even the faculty demanding a gymnasium on the campus, the administration finally gave in and made plans for a small gymnasium in 1897. However, the building was not completed and equipped until 1902.⁶



Jackson McMichael was president of Monmouth College during a period of great scientific progress in the United

⁵ *The Annex*, October 27, 1893.

⁶ Later this building was converted into the Monmouth College Theatre.

States and Europe. These were the momentous years when Darwinism was challenging the old theories of both science and religion and the so-called warfare between science and religion was at its height. It was an age of enlightenment but at the same time an age of bigotry and intolerance. Certainly not all of the intolerance was on the side of the church for scientists frequently assumed an arrogance and an impatience that failed to add any strength to their cause. It was to the credit of the United Presbyterian Church that it stayed aloof from these ideological controversies and for the most part took a rather sensible view of the new science. This was eventually reflected in the curriculum of Monmouth College, although the trend toward scientific emphasis was seriously questioned by some of the more conservative ministers in the orbit of the institution.

The modernization movement at Monmouth began about 1890 and at the time of McMichael's resignation in 1897 the science courses had been improved in keeping with the demands of the times. At the turn of the century the science courses were grouped into two departments, biology and physical science. Of the two groups, the biology department was the better organized and the more professional. Its courses were intended to contribute to the general culture of the student by bringing him in contact with scientific facts and "face to face with questions of the deepest philosophical interest." The department also prepared the pre-medical student for advanced graduate studies.

The courses in the biology department included invertebrate zoology which was an introduction to the study of animal life and required of all students majoring in the scientific or the literary (general) field. This course was offered during the fall quarter with two hours of lecture and six hours of laboratory per week. Freshmen in each field were required to take two quarters of comparative anatomy, which also included two lectures and six laboratory

periods each week. Sophomore science majors continued their required schedule by taking one quarter of embryology and one quarter of experimental biology arranged on the eight hour per week basis. There were two elementary courses in botany which were required of all freshmen enrolled in the classical sequence.

The biology department was fairly well equipped for laboratory work. There were desks and apparatus to supply at least forty students. There were compound microscopes, dissecting microscopes, microtomes, water baths and other appliances for the study of plant and animal tissues. In addition, there were some good models including one complete human skeleton and a few specimens for illustrative purposes.

One of the most interesting innovations was the Monmouth College Summer School of Biology, which began its first session on July 6, 1897. The summer school was held on the banks of the Mississippi River with headquarters at Keithsburg, Illinois, about twenty-five miles from the campus. The summer school, which lasted for six weeks, afforded students an opportunity to study various forms of animal life in their natural environment. Two courses were offered. One was a study in elementary zoology, geared to the experience of the student who had not had the advantage of regular laboratory work in this subject. Special efforts were made to meet the needs of the high-school teacher of natural science by making elementary studies of the amoeba, crayfish, sturgeon, frog, turtle, and the fresh water mussel. The other course was devoted to comparative anatomy and was designed for more advanced students. It included some histology, employed fishes, reptiles, and amphibians as specimens. The river laboratory was supplied with boats, a launch, and collecting equipment and excursions and field trips were included in the daily schedule of work. The University of Illinois biological laboratory at Havana was

the only other fresh-water station in the state and there were less than half a dozen in the nation. In view of these facts, the Monmouth College fresh-water station at Keithsburg takes on greater significance from the historical point of view since it represented a type of pioneer experiment.⁷ It was organized and directed by Monmouth's professor of biology, Samuel Steen Maxwell, who had recently finished his graduate work for the Ph.D. at the University of Chicago.

The department of physical science at the end of the Jackson McMichael regime offered four courses in chemistry and one in physics. General chemistry was offered each fall and this course was required of all sophomore students working for the B.S. degree. This was followed in the winter and spring terms by qualitative analysis. Thus the sophomore science student studied chemistry throughout the year, becoming familiar with chemicals, their nomenclature and properties and performing simple experiments in the laboratory. Chemistry was not available again for the science major until the fall term of the senior year when he studied quantitative analysis for the first part of the quarter and organic chemistry during the last half of the session. In all perhaps the equivalent of twelve semester hours of chemistry was offered. But it should be remembered that the student did not major in chemistry. He had a concentrated field in science which, in addition to the chemistry, included the modern equivalent of twelve to fifteen semester hours in biology and perhaps the equivalent of six hours in physics. Only one course in physics was offered and it was usually taught in the winter and spring quarters. The physics laboratory was equipped with an eight-inch induction coil, batteries, a fluoroscope, a set of resonators, a recording

⁷ *The Monmouth College Courier*, January, 1897, 25-26; *Annual Catalogue, Monmouth College*, 1897, pp. 31-34. At this time there were at least five marine laboratories including the one at Woods' Hole, Massachusetts.

siren, and vacuum tubes for X-ray work. The purpose of the laboratory work in physics was to train the student "in accuracy of hand, eye, and ear." To complete the course for the B.S. degree the student studied geometry, Latin, German, English history, American constitutional history, psychology, ethics, logic, English literature, and astronomy. Since the college was organized on the quarter system students studied only three subjects in any one term. This held true too for those who took the literary (liberal arts) course and the classical concentration. Actually there was very little difference between the program designed for students majoring in science and those taking the literary course. The freshman programs were exactly the same and the last two quarters of the senior year were also the same. Students who took the classical course found more variation in their work when compared to the other two areas of concentration but even here the main difference was a larger dose of Greek and Latin.

Curriculum revision during the Jackson McMichael administration consisted of the establishment of new departments and the placing of more emphasis on certain subjects such as history. General history, the forerunner of the modern western civilization courses, was required of all science majors; and English history and a study of the United States constitution were required of all students regularly enrolled in the college. The same period saw the advent of physical culture courses for men and women and the beginning of a more elaborate athletic program. The science courses, biology, chemistry, and physics, were modernized in keeping with the general scientific trends of the times. Such modern courses as sociology, civics, economics, and psychology were also added but usually on an experimental basis. Only one course was offered in each of these important fields but the mere presence of these studies in the curriculum was encouraging and indicated that the presi-

dent and the faculty were alert to new educational and intellectual developments.



Jackson McMichael directed a great deal of his time and attention to the problems associated with the college curriculum. He could have devoted more time to this phase of administration had he not been forced by necessity to develop a defense for the small liberal arts colleges and especially the church colleges as they came to grips with the big bad wolf of the period, the university, and especially the state-supported institution of higher learning. As a matter of fact there was a close connection between the two problems as the demand for a broader, more attractive curriculum for the college was stimulated in part by the challenge of the university with its more glamorous courses and greener pastures.

McMichael was fully aware of the danger. Like every other college president he knew the power of the university and to some extent he feared its large endowment, its well-trained faculty, its fully equipped laboratories and its libraries replete with the erudition and the wisdom of history. But he recognized in the growing university a certain phase of modern progress, and there was no longing in his breast for the good old days. The college, like every other institution, like every business firm and industrial plant, had to keep up with the progress of the times or close its doors. The college, he knew, must increase its capital (endowment), it must adopt modern methods, it must consult the taste and supply the needs of its patrons. If these things were not done the people would turn from the college "like a flock of sheep from a juiceless rick of straw in early spring to pastures green."⁸

⁸ J. B. McMichael, "The College," in *The United Presbyterian* (Pittsburgh, 1842-), vol. 49 (1891), p. 486.

The green pastures were not always on the campus of the large university. McMichael was well aware of the competition from other church colleges in the Midwest and he was constantly complaining to United Presbyterian officials that the church was not giving Monmouth the support that it deserved. "The credit of the Church has already been too long continued," he asserted in an article published in *The United Presbyterian* in 1891. The time had come for the Church to increase Monmouth's endowment so that it could meet the increasing demands of the times "and stand up in the presence of other schools without a woe-begone look of apology."

He believed the United Presbyterian Church itself would benefit by supporting a stronger and more progressive college. The character of the denomination, he declared, was determined by the quality and the effectiveness of the college. He believed that part of the mission of the Church was education and that the denominational college more than any other institution stood for Christian education. The very nature of Presbyterianism demanded education of a high order. The Church insisted on an educated ministry and only the college could prepare the ministerial student for the advanced work of the seminary which was technically professional and not generally cultural. The doctrine and policy of Presbyterianism had a definite intellectual appeal which could not be appreciated without education. "We hold that lack of intelligence is no part of our system," said McMichael, "and if it is to prosper, intelligence must be cultivated. Since intelligence has to do with Christian faith and life, it must be cultivated in the school of the Church, and to this end the school must be supported."⁹ But the McMichael educational philosophy went beyond denominationalism. In the final analysis he was concerned about

⁹ *Ibid.*, 550.

American society and Christian civilization and not just United Presbyterianism. The college should train young men and women to be better citizens, to be cooperative and productive members of their community, and to be willing to do their part in attempting to raise society to a higher level.

Throughout his nineteen years at Monmouth, McMichael worked consistently to improve the college. He used his pen and he used his voice to promote its well-being and he was not without success. New departments were added, classrooms and laboratories were better equipped, and the faculty was increased. Alice Winbigler, who devoted fifty years of her life to the college, and who became an institution herself, was appointed by Jackson McMichael. The auditorium, to this day one of the most attractive buildings in Monmouth, was constructed under his guiding hand and he had the trustees build him a house which was often the scene of gay festivities enjoyed by students and faculty.¹⁰ The standards of scholarship were steadily raised and scholastically Monmouth held her own with other colleges in the Midwest. The endowment was increased to \$100,000 although \$9,000 of this sum was "borrowed" to help pay for the auditorium.¹¹ Finally hitching posts were installed on the campus to save the trees from mutilation by numerous Old Dobbins who preferred leaves and branches to oats.



When college presidents stay on the job for fifteen or twenty years they are always missed for one reason or another when they retire. Monmouth's third president, the Rev. Samuel Ross Lyons, took up the president's gavel in June 1898 and laid it down permanently just three years later. This was a very brief administration for a college

¹⁰ This was "The Terrace," now used for sorority chapter rooms.

¹¹ Minutes of the Senate, June 17, 1885; June 8, 1897; June 7, 1899.

which has supported only five presidents and their wives in a century of struggle and progress. And yet there were certain people at Monmouth, especially among the trustees, who were not soon to forget him. Lyons was well educated, mature in thought, and a good speaker but he lacked tact and diplomacy in handling the faculty and, for reasons known only to himself, sought greater power for the president than custom, tradition, the charter, and the by-laws of the college permitted. The faculty minutes for this period are strangely silent on the whereabouts of the president but it is obvious that he seldom honored the faculty meetings with his presence.

Fortunately for the historian the minutes of the Senate, while leaving much to speculation, contain some interesting notes pertaining to the president's interpretation of executive authority. In his first annual report to the Senate, June, 1899, Lyons expressed the opinion that the president should be entirely free to engage and dismiss faculty members since the president was the person on whom rested the responsibility for the success or failure of the college. He indicated that unless each faculty member possessed a personality and a philosophy of education similar to his own he would be unable to perform his duties as president with any degree of success. There is reason to believe that the faculty challenged his position whereupon he presented his case to the Senate and asked that body to define the rights and duties of the president of the college.

The Senate, however, made no reply to the request and Lyons interpreted this to mean acquiescence in the view presented. This was presumptuous on his part and some of his decisions were questioned by members of the Senate. At the annual meeting of the Senate in June, 1900, Lyons asserted in his report that the time had come "when I must ask the Senate to define clearly the rights and duties of the

president.”¹² A special committee was appointed to investigate the matter. This group reported that they regretted that the question had been raised although they commended the president for his “exalted view” of the position which he held. However, the committee could not agree with the president that the Senate was a rubber stamp or that the president could act for the Senate by assuming the power of the Senate.

“The charter is explicit as to the party in whom that power is vested,” the committee asserted. “From this it would seem that it was clearly the intention of the framers of the charter that the Senate or Trustees should always be the body whom the constituency of the college would hold responsible for its administration. It was evidently regarded as a sacred trust of which they were to be the custodians.” The report continued to declare that the Senate could not delegate its authority to another nor could it in advance submit their judgment “to the judgment of another even though they have expressed their confidence in him (the president) by his election to the position he holds.” There were many matters that were too important and too delicate to be decided by the president alone.

In conclusion, the committee report declared:

In our opinion it hardly seems necessary to define the rights and duties of the president under our charter, still we recommend that the following answer be given: It is the right of the president as it is his duty to take the lead in the matter of electing or changing members of the faculty, to secure all the information he can and to make what recommendations he may deem wise and these recommendations shall receive the first and most careful attention of the Senate or Trustees as coming from the official head of the college, one of the two parties responsible for its well being; but the final settle-

¹² *Ibid.*, June 6, 1900.

ment shall be with the body in whom it is lodged by the charter.¹³

This report was unanimously adopted by the Senate and so this first constitutional conflict resulted in a definite victory for the Senate and for the faculty. At the end of the next college year, President Lyons resigned. While his controversy with the faculty and the Senate may be regarded by some as unfortunate in the long run it strengthened both bodies. It should be remembered, too, that although Lyons left much to be desired as an executive, he added \$100,000 to the endowment fund during his brief administration, established the first independent history department on the campus under Florabel Patterson (salary \$1000), and added Luther Emerson Robinson to the staff as professor of English (salary \$1100). For the next forty years Robinson was to be one of the "strong men" of the college, constantly striving for better scholarship and bringing high ideals of a cultural education to many generations of Monmouth students. His success as a teacher and an author and his scholarly interest in the career of Abraham Lincoln enhanced his professional reputation and this in turn redounded to the benefit of the entire college. The sound reputation of the English department rests to a great extent upon the foundations laid by Robinson and the superstructure erected by his successor, Charles A. Owen.

II

There is an old saying at Monmouth that "one McMichael begets another." This is a reference to the fact that a member of the McMichael family has been connected with the college, in one capacity or another, for three quarters of a century. Thomas Hanna McMichael, son of Jackson Burgess and Mary Hanna McMichael, became the

¹³ *Idem.*

fourth president of Monmouth College in 1903. He was born on July 7, 1863 at Bellbrook, Greene County, Ohio, and came to Monmouth with his parents in 1878 when his father began his duties as president of the college. Still in his teens, Thomas finished his pre-college training in the Monmouth public schools and then entered the college in 1882.

There is nothing in the records to indicate that he was a model student. The future minister, educator, and college president was full of energy and sprouting wild oats and on certain occasions embarrassed his parents and forced the faculty to take special action in his behalf. As a sophomore he was expelled from college for breaking up a meeting of the Christian Union and for disorderly conduct in chapel. If he had expected his father to sustain him he was sadly disappointed. When his case was presented in faculty meeting President McMichael turned the chair over to a colleague and withdrew from the meeting, leaving young Tom to his fate. When he was presented with the charges Tom admitted that he was guilty. Since he had been warned repeatedly to either mend his ways or suffer the consequences the faculty saw no injustice in the following resolution: "That Dr. McMichael be and hereby is requested to withdraw his son, T. H. McMichael from all connection with the college." A short time later the faculty was notified to the effect that the president had expelled his son as recommended. Needless to say, after the proper period of disgrace, T. H. was permitted to re-enter college. This did not represent any special privilege as most of the students who were suspended were readmitted within a few weeks if they promised to conduct themselves as upright citizens of the campus community.¹⁴

Thomas McMichael became more dignified as an upper-classman and he began to make contributions to college life.

¹⁴ Minutes of the Monmouth College Faculty, October 27, 1883.

He was talented as a writer and public speaker and developed a special interest in baseball and other sports, an interest that he carried with him through life. He became a very valuable member of the Monmouth baseball team and endeared himself by his "pitching arm" when matched with some of the big teams of the Midwest. The glory that he brought to Alma Mater in this respect helped to erase the memory of his indiscretions as a sophomore. But even as a senior he showed a tendency to disregard college rules and regulations, especially the so-called "ten o'clock rule." According to this rule no young lady was permitted to entertain a young man after ten in the evening, but when Thomas was courting Minnie MacDill he was so enraptured by the young lady's charms that college rules became mere trivialities. Minnie MacDill was rooming at Mrs. Hunter's boarding club and rented a room on the first floor of the house. On those evenings when she entertained the romantic Thomas, Mrs. Hunter knocked on her door promptly at ten o'clock and informed McMichael that it was time to go. But after being escorted to the door by the landlady, Thomas, instead of going home, climbed in a window which Minnie had opened in the meantime, and the visit continued until terminated by Minnie herself who was a very proper young lady. Many years later an alumnus of the college looking back at young McMichael's social activities wrote: "I have often wondered when later he was president of Monmouth College if he remembered how he broke the ten o'clock rule."¹⁵ It is an interesting point.

Although he got off to a slow start and was often bogged down in adolescent escapades, Thomas McMichael received many benefits from his college course including his beloved Minnie whom he married in 1890. Although no one would have predicted it during his freshman and sophomore years

¹⁵ John Pratt Nesbit to F. Garvin Davenport, Arlington, Texas, March 18, 1952.

he became an excellent student as an upperclassman and graduated with honors in 1886. He then became a student at the United Presbyterian seminary at Xenia, Ohio, and in 1890 received the B. D. from this institution. After a brief pastorate at Spring Hill, Indiana, he became the pastor of the First United Presbyterian Church in Cleveland (1892) and remained there until elected president of Monmouth College in 1903, a position which he held until 1936.



When Thomas Hanna McMichael was first approached in regard to the presidency of Monmouth College he was far from enthusiastic. For a year and a half the college had been drifting without a president and while John Henry McMillan, Russel Graham, and John N. Swan did their best to provide executive leadership their hands were tied by lack of cooperation from within the college and by the dwindling income of the institution. In the spring of 1903 only 142 students were enrolled in the regular courses and the future of the school appeared doubtful. The ten-acre campus included five buildings: Old Main, the auditorium, the president's house, the janitor's house, and the small temporary gymnasium. The entire plant was evaluated at about \$90,000. Should McMichael give up his successful pastorate in Cleveland to become president of this small college which had been neglected for several years? What were the risks? Apparently he weighed the risks and decided that he could overcome them. He accepted the position at an annual salary of \$3000 and the privilege of living in The Terrace free of charge.¹⁶

No one certainly had any stronger ties with Monmouth than Thomas and Minnie McMichael. They had studied at Monmouth, courted at Monmouth, and graduated from the school. Jackson Burgess McMichael, the father of

¹⁶ Minutes of the Senate, June 9, 1903.

Thomas, had given the best years of his life to the institution and Thomas was anxious to save and to develop the contributions that his father had made. He had a vision of a greater Monmouth. The fact that he accepted the presidency changed the course of the institution's history because Thomas McMichael rebuilt the campus and with the help of the faculty revised and modernized the curriculum and the social life of the college.

Although the budget was not balanced immediately nor the endowment doubled overnight, the new president went quietly to work and the first signs of the new Monmouth were seen in September when there was a sharp upturn in enrollment. The immediate effect of McMichael's presence on the campus was psychological. During the first few years he built up the morale of the faculty, the trustees, and the supporters of the college. He radiated confidence and his own attitude became contagious. It was reflected in the faces of the students; the faculty gave him full support, and the trustees and the townspeople showed a new enthusiasm for the college. Only three years after his inauguration the Monmouth *Atlas* gave a glowing report of the new president's personality, ability, and success. He was an educator, a scholar, a keen business man, a diplomat, and an executive of rare ability, according to the local press. He was "keenly alive, resourceful, fully abreast with the best conceptions of modern business and modern thought." The *Atlas* did not wish to wait and write an obituary but felt that "Dr. Tom McMichael should be rubricated on the college calendar right now, and we hereby presently tender him our share of eulogy and garland, instead of waiting to voice and strew them over his pulseless clay."¹⁷

Not everyone in Monmouth was willing to express such unreserved praise of "Dr. Tom" although there is no doubt but that the *Atlas* reflected the general public opinion at that

¹⁷ Monmouth *Atlas*, June 7, 1906.

time. McMichael's popularity was not based on empty promises or mere personality. Within three years he had rescued Monmouth College from a dead-end street of mediocrity and made it one of the most promising schools in Illinois. Not only had relations improved with the city of Monmouth, but with the United Presbyterian Church, and the college was soon in a better position and exercised more influence than at any previous time in its history.

One of McMichael's greatest assets was his ability to make friends for the college and to convince them that they would be making a fine contribution to the cause of American education if they would invest their surplus capital in the institution. In 1906 Andrew Carnegie offered the college \$30,000 for the construction of a library provided the college would match his gift with a \$30,000 maintenance fund. During the next year the McMichael magic was put to its first test. The financial situation in the country at large was not stable and many people complained of hard times and expressed the opinion that the library campaign should be postponed. McMichael would not be deterred and he surged ahead on the basis that all times are bad times for money raisers and the only time he had was the present time. The effort had to be made or lose a golden opportunity that might never appear again. His formula worked, he raised the money to match the Carnegie donation and the cornerstone of the library was laid at commencement. At the same time construction started on the central heating plant which eventually replaced the furnaces and boilers in the college buildings. Hope ran high in June 1907. The new building program created an atmosphere of optimism and expectancy.

The new heating plant came too late to prevent the most disastrous fire in the history of the college. On the morning of November 14, 1907, a defective chimney in the attic of Old Main started a fire in the rafters that began to eat its

way into the vitals of the building. The fire was discovered when it broke through the ceiling of the biology lecture room on the third floor and the alarm was swiftly carried to the other classes. There was no panic. All the students and faculty filed out quietly and they did not realize the seriousness of the situation until they stood on the campus and looked up at the roof which by this time was enveloped with smoke and flame. By the time the firemen arrived the entire roof was burning fiercely.

As soon as it became apparent that the fire would probably destroy the building the students and townspeople turned their attention to saving furniture, books, and valuable equipment. Many of the men rushed back into the rooms and laboratories which began to fill with smoke as the flames bored deeper into the heart of the structure. Some carried chairs and tables to safety, others dismantled scientific equipment, still others made a frantic effort to save books and records from the rooms of the literary societies. Time seemed to stand still while the flames roared and the dark smoke billowed upward and seeped downward to choke the air from heaving lungs. Burning embers fell on unprotected flesh. Falling timbers and jagged bricks tore at arms and legs and faces. And on the campus through it all stood a restless, anxious, fearful crowd of people hoping for a miracle but realizing that no miracle would take place that day. The roof crumbled and the walls and the floors crashed through to the basement. Little remained of Old Main by evening except the front wall, gaunt, smoke-streaked, useless.

November 14, 1907 was a day of desolation in the history of the college. Some people thought that the fire marked the end of the institution, that it could not possibly survive this tragedy. Not even Thomas McMichael could save the school now — or could he? Here was a severe test of his ability and leadership. It is now a matter of history that

he not only saved the college but turned disaster into victory by building a greater Monmouth on the ashes of the old. But he could not have done it alone and credit must go to the loyal alumni, the townspeople, faculty, and friends of the college everywhere who came to its rescue in this hour of need.¹⁸

The acrid fumes of smoldering rubble still lingered over the campus as McMichael and the professors began to make emergency plans and long-range plans to continue the work of the institution. Only one day of classes was missed from the schedule. Within twenty-four hours provisions had been made to hold classes in the Second United Presbyterian Church, in the auditorium, the gymnasium, and the homes of the professors. The new library was nearly completed at the time of the fire and within a short time it was serving as the main classroom building. The science courses suffered the most during these months of readjustment. There were no laboratories, only a little equipment, and little space for scientific demonstrations. All the chemical supplies had blown up during the fire and it took time and money to replace them.¹⁹

Under the circumstances the spirit of the students, faculty, and alumni was unusually high. They seemed to be living in the belief that a greater Monmouth was just around the corner, that in the near future they would all be working together in new and adequately equipped buildings. Their faith was a wonderful expression of loyalty and they were rewarded when the trustees, in turn inspired by this faith and that of the president, began to plan for a new plant.

¹⁸ There are many people living who remember the fire including James Foster of Wirtz Book Store. Among the printed sources in addition to the local newspapers see *Ravelings*, 1909, 8-13; *Monmouth College Bulletin*, Series XXXIII, no. 2 (June, 1933), pp. 6-8.

¹⁹ A. Campbell Bailey to Thomas McMichael, Moline, Illinois, June 3, 1933, in the McMichael Testimonial Correspondence in the possession of David McMichael.

Not only were plans made for a new main classroom building to be named after David Wallace, but the trustees also decided that a science building and a dormitory for women were necessary. With this building program in mind a campaign for \$150,000 was launched a short time after the fire and blue-prints, architects, and the cost of building materials occupied much of the time of the president and the trustees during the fall and winter of 1907-1908. There was sharp competition among architects and finally the seven plans that seemed to offer the best possibilities were sent to architect D. Everett Waid in New York for his professional opinion.

Waid selected the plans submitted by Herbert E. Hewitt of Peoria but only after weeks of counselling were all the details decided and it was not until May, 1908 that the contract was signed for the construction of Wallace Hall. The cornerstone was laid June 10, 1908 and after that the contractor, George B. Davis, pushed the construction as fast as possible. On February 8, 1909, the first classes were held in the new hall but only on the first floor as the frescoing was not completed on the second and third floors. So within fifteen months after the disastrous fire had destroyed Old Main the new Wallace Hall was ready for occupancy. On February 22 the completion of the building was celebrated by class banquets held at noon and a large town and gown dinner given in the dining room in the basement of Wallace Hall during the evening. "The whole event was in the nature of a jubilee over the troubles overcome and the disasters turned to benefits."²⁰

Meanwhile the new science hall, named in honor of Jackson Burgess McMichael, was being constructed by A. C. Philipson, contractor of Monmouth, who used the blue-prints of architects Whitefield and King of New York. Actually, the plans for the science building, especially the in-

²⁰ *Monmouth College Oracle*, February 23, 1909. See also *ibid.*, November 17, 1908 and February 9, 1909.

terior arrangement, represented the work of John Nesbit Swan, Monmouth's professor of chemistry and physics. Swan visited all the modern laboratories in the East during the spring of 1908 and the information that he gathered on this inspection tour was used to guide the architects who worked under Swan's supervision. The result was a science building so well arranged that only a few minor changes have been necessary during its forty-four years of useful existence.

The first floor of the science building was designed for the biology department and is still used for that purpose. Laboratories were provided for biology, histology, botany, and zoology. A stock room and preparation room were arranged on each side of a large lecture room with terraced seats. There was also a dissecting room, dark room, office and private laboratory. Cupboards, sinks, tanks, and hoods were included in the original plans. The second floor was arranged for the chemistry department. It contained laboratories for quantitative analysis, qualitative analysis, organic and general chemistry. In addition there was a special laboratory, a balance room, a private laboratory, office, library, preparation room, stock room, and lecture room. Desks, sinks, bins, drawers, and hoods with a special forced ventilation system were all part of this remarkably complete and modern building. Except for the new storage cases in the lecture room, a new surface on the floor, and the conversion of the preparation room into a private laboratory, no remodeling has been necessary in the chemistry department from the day the building was opened in the fall of 1909. The basement floor was planned for work in physics and geology but these courses were not developed to any degree of proficiency until years later and during World War I what is now a part of the geology department was used to store potatoes!



Six years went by between the inauguration of Thomas McMichael and the opening of the Jackson Burgess McMichael Science Hall. In those six years the appearance of the Monmouth campus changed dramatically. In the place of Old Main, slightly moth-eaten but dear to the hearts of all loyal alumni, stood an impressive row of three modern buildings offering over 50,000 square feet of usable floor space, classrooms, offices, laboratories, and library stacks. Here was one of the best plants in the Midwest but this was only the beginning of the transformation that changed Monmouth into the modern college of today. The cost of these buildings had been greater than anticipated so the dormitory for the women had to be postponed, but not for long. The dynamic McMichael soon announced that a "ladies' home" was an absolute necessity and what he considered an absolute necessity he usually got sooner or later. D. Everett Waid again came forth and offered his services to his alma mater and with the help of Cloyce Beard drew up the plans for the building known today as McMichael Hall, named for Dr. Tom himself. At the time of construction the building, three stories in height with a basement and sub-basement, was considered one of the most beautiful and soundly constructed dormitories in the Midwest and engineers and architects still claim that it is the best structure on the campus. The cost of this building which provided recreational rooms, an infirmary, and living-quarters for eighty-five girls, was \$120,000. McMichael Hall opened in September, 1914, and has been remodeled on a minor scale to meet the changing demands of the campus.

Few people in Monmouth during the summer of 1914 gave much thought to world war. The European struggle that followed the assassination of Francis Ferdinand, heir to the throne of Austria-Hungary, seemed to be far away and almost beyond comprehension. This was a war in another world, unreal, beyond the interests of the Midwest.

Thomas McMichael was proud of the new dormitory for women and the Monmouth College family was looking forward as usual to the opening of the fall semester. The guns were too far away to even echo across the campus and out over the prairie where the corn stood tall and green, the only rumble came from thunderheads marching in battalions along the distant horizon. But it was the peace and normalcy that constituted an illusion. The shots fired by the Bosnian youth at Sarajevo were reality. The murder of Francis Ferdinand was the first act in a tragedy that quickly spread over Europe and then slowly engulfed the world.

In 1917 war came once again to Monmouth College. Four hundred students and alumni answered the call "to make the world safe for democracy" and to help fight "the war to end war." Some of the men did not see active service while others went through the fire and carnage of the first mechanized and total war. Men of Monmouth fought along the Marne and some gave their lives. Others fell at Verdun, while still others pushed ahead with the American forces and gave their bit to help achieve the ultimate victory. There were students who found the real purpose of life in the midst of battle and they returned to the campus better men than they had been when, as undergraduates, they had donned their tight-fitting uniforms and marched off to camp.

On the home front Monmouth joined the other colleges and universities in a plan to train students for army service. Early in 1918 the War Department released the blueprints for establishing Student Army Training Corps (SATC) at the various institutions of higher learning throughout the nation. The purpose of the SATC was to give college men military training while they continued their education in order that they might be prepared for active service when they were called. Officer candidates were also selected from the various corps on the basis of their military aptitude and scholastic standing. Every man in the corps was a soldier

of the United States Army and as such received room, board, clothing, and thirty dollars a month from the government.

At Monmouth preparations for the local corps were made during the summer of 1918 when President McMichael selected, according to instructions, seven Monmouth College men to represent the institution at the special training camp at Fort Sheridan, Illinois. Six of the men, after completing their training at Fort Sheridan, returned to the campus at Monmouth prepared to assist the commanding officer in training the Monmouth unit of SATC. It was not until October 1, 1918 that the Monmouth unit was formally organized and although the war was almost over by this time no one was aware of the fact.

The unit was quartered in the Woodbine, which held sixty men, and in the remodeled barn behind the Woodbine, which accommodated twenty men. The remainder of the group was quartered in the gymnasium. Within a week after the organization of the unit all the men were settled in their military routine. The men attended classes during the morning and from one to two o'clock in the afternoon. Two hours were devoted to drill every afternoon and two hours were reserved for study each evening. At the time the men thought the routine was "strenuous" although those who lived out of town but close to Monmouth were given weekend passes and those who stayed on the campus had nothing to do from ten o'clock Saturday morning to reveille Monday morning except to report for reveille, mess, and taps.

In the middle of October an epidemic of Spanish influenza made it necessary to place the college under strict quarantine and the men were forced to seek recreation in the Y. M. C. A. room which was supplied with books, magazines, games, and special foods prepared and distributed by Minnie McMichael. In spite of the quarantine, "flu" ap-

peared on campus late in November and the college was closed to regular students, mostly women, until January 1919. Meantime all the men in SATC were moved into Wallace Hall and the gymnasium and the Woodbine became an infirmary. The men were equipped with "flu masks" which they wore at all times except at mess. Twenty-seven cases appeared in the unit, but, since they were mostly light cases, two nurses and a physician took care of the patients with little difficulty. On December 19, 1918, the Monmouth College unit of SATC was demobilized and as soon as danger from influenza was over the college rapidly returned to normal.

After World War I there was an additional demand for dormitory space for women and Sunnyside (now East Hall) was erected with part of the money that Monmouth received from the "New World Movement" of the United Presbyterian Church. The great need now, at least according to McMichael and the sports enthusiasts, was a modern athletic field and a new gymnasium. The new athletic field on the north campus was used for the first time at the homecoming game in the fall of 1923. It represented an investment of \$75,000 and included a scientifically constructed ball diamond, track, and football field with plenty of space for archery, tennis courts, and other field games. The baseball diamond was one of the best in the country at the time of its construction and was built "from the ground up" under the watchful eyes of sport experts and engineers imported for the express purpose of supervising the work.

The athletic field alone was not enough to meet the needs of the growing physical education department. The old gymnasium was inadequate. It was not satisfactory in 1903. It was utterly impossible in 1923 even though an indoor track had been added. Although there were critics of the growing emphasis on athletics the fact remained that a large and well-equipped gymnasium was essential to the

work and the activities of the modern college. So architect Waid was called once more and he designed the very substantial gymnasium which has been the heart of the physical education program since 1925, the year in which the new building was first available for sports activities. One of the features of this structure is the very fine swimming pool which was donated by the architect as a gift to the college. It is known appropriately as Waid Pool and has been the scene of many an exciting swimming meet not to mention the more esthetic activities of the fair coeds who make up the membership of the Dolphin Club. The total cost of the gym was \$250,000, making it the most costly building on the campus until the new dormitories were constructed during the James Harper Grier administration (1936-1952). In spite of this amazing building program, Thomas McMichael was able to increase the endowment of the college to over \$2,000,000 by 1933. His own explanation of this success was brief: "Old friends stood true and new ones were found."



Buildings alone do not make a great college. In the final analysis a college is dependent upon its faculty and its academic program for its reputation. Thomas McMichael was not always consistent when dealing with academic or educational matters but his basic educational philosophy recognized the need for well-trained, inspiring teachers and a curriculum in keeping with the demands of the times. During his presidency the faculty was enlarged, new courses were added, and the fine arts department was established in its present building on East Broadway. Gradually the idea grew that the music and art teachers should be considered as members of the faculty, although the music department has remained on a semi-independent basis to the present time.

It was characteristic of the man that McMichael should encourage a broader athletic and physical education program, and physical education became one of the requirements for graduation for women as well as men. A special gymnasium was constructed for women on the third floor of McMichael Hall, which became available to them after 1914. The girls continued to use the old gym, too, especially for basketball, although the president continued to think that it was not proper for young men to look at young women in basketball uniforms. On certain occasions, Dr. Tom went out of his way and really acted beneath his dignity to prevent the boys from lining up at the gym door on the occasions when the girls, dressed in bloomers and middies, had to leave by automobile to keep their engagements.

During these years the curriculum began to take on a more modern appearance although the classics were still very prominent. The semester system was adopted, and the semester hour became the official unit of work. There were nine study areas, or courses, and major and minor programs were arranged for each student within these areas. The nine groups were as follows: Greek, Latin, Mathematics, biology, physical science, English, social science, history, and modern language. In order to qualify for the degree each student was required to complete 126 semester hours including a major of 24 hours, two minors of 16 hours each, 6 hours of English, 4 of Bible, and 2 of public speaking. In addition, provided this requirement had not been met in one of the minor subjects, each student was required to have 16 hours of work in language, social science and philosophy, and science and mathematics. The language group under this regulation included English, Latin, Greek, German, and French. The social science and philosophy group included philosophy and education, history, economics, and political science. One four-hour course in sociology was also in-

cluded in this group, but sociology as a fully recognized area for major study was slow to develop.

The economics and political science courses were well entrenched during this period and Russell Graham was greatly responsible for the reputation of this department. Luther Robinson continued his splendid work in English, and Alice Winbigler was still upholding the reputation of mathematics. Consistent growth in philosophy however was lacking until Samuel Thompson took over this work in 1926. Perhaps the greatest changes took place in history and chemistry. The history department was still in its youth when McMichael began his presidency in 1903 but it soon expanded to three times its original size both in course offerings and in student enrollment. Remarkable growth was noted in the chemistry department after William S. Haldeman was appointed Pressly Professor of Chemistry in 1918. The enrollment jumped from around 70 students in 1918 to over 200 in 1922 and the number of chemistry majors increased from a mere handful in 1918 to 40 during the same four-year period.

The science departments did not grow without a struggle. There was still a tendency on the part of certain ministers in the synods supporting Monmouth College to be overly critical of modern science as a subject for a church-related institution. McMichael received many letters from United Presbyterian ministers in which the pastors registered their complaints about the science courses. Biology in particular was often under attack but chemistry and geology did not entirely escape. Generally speaking, McMichael supported his science faculty in this controversy. He accepted the fact that a modern college had to teach modern science and the McMichael science building was a symbol of this belief. However, at the same time, for the sake of good public relations with the more conservative element in the church, he made sure that the science departments did not develop

too rapidly. On certain occasions the science professors, no doubt, misunderstood his motives and there were times when it took all the McMichael diplomacy to smooth down the ruffled feathers of injured academic dignity.²¹ Eventually science won an honorable position on the campus and this achievement may be traced in part at least to McMichael's belief in academic freedom in the classroom. Without this democratic privilege no college can pretend to be an institution of higher learning.

It has been claimed that Thomas McMichael was fundamentally a builder and a money raiser, which was, no doubt, true. However, he did have a philosophy of education that was simple and logical from his own point of view. He was influenced, of course, by his own training and by the environment in which he had lived. His philosophy of education, therefore, was a philosophy for the church college. As he saw it, the church college should be a training center for future ministers, for missionaries, and for laymen who in one capacity or another intended to devote their lives to the various activities associated with church organizations. It was necessary that education for ministers, missionaries, and consecrated laymen be thoroughly mixed with religion. McMichael went farther and asserted that education without religion was dangerous and he denounced the trend after World War I to secularize all education. This, he said, was humbug, "the supreme, the most dangerous humbug."²²

Humbug or not, secularization was a subtle, potent force in the 1920's. The Golden Twenties, jazzed with unprecedented prosperity, was an age of rank materialism and the idealism that had been attached to American education was wearing thin. The church-related college was one of the

²¹ See for example George L. Robinson to T. H. McMichael, Chicago, June 1, 1933 in the McMichael testimonial letters.

²² T. H. McMichael, "Keeping the Church College True to Type," in *The United Presbyterian*, July 15, 1926.

most important strongholds of traditional, if somewhat conservative, American idealism. McMichael called upon the colleges to resist secularization and to strengthen and cherish the distinctive characteristics of the liberal arts church college.

McMichael was a fascinating character, but anything like a complete analysis of the man with his many facets of personality cannot be given here. One example of his sense of humor, however, may be recorded. In 1925 the college sought the recognition of the American Association of University Women in order that a chapter of the organization might be established at Monmouth. The campaign was partially successful and associate membership was granted to Monmouth, with the suggestion that when the school added a few more Ph.D.'s and a resident physician to the staff the A.A.U.W. would consider Monmouth for full membership. McMichael in turn suggested that the failure to secure full recognition was to be found in the fact that the association was made up entirely of women "and it is never regarded as womanly to be wooed too easily or to capitulate too readily. We will, therefore, keep up the wooing."²³ The full recognition that the A.A.U.W. finally gave to Monmouth was in large part the result of the tireless efforts of two members of the faculty, Emma Gibson and Louise Barr.

By 1920 the burdens of the president's office were beginning to tell on McMichael's physical strength and the Senate suggested that a dean be appointed to help shoulder the increasing responsibilities. At first the president did not take kindly to this suggestion but in 1922 he recognized the wisdom of the idea and so the Senate appointed Frank Phillips as the dean of the college in order to relieve the president of "the increasing burden of administrative de-

²³ Minutes of the Senate, June 9, 1925.

tail." Phillips was an excellent choice for the position. He was a graduate of Illinois College and he had pursued graduate work at the University of Illinois and at the University of Chicago. When he came to Monmouth he had had seven years experience in the Bloomington public school system and two years in the principalship of Monmouth High School where he made an exceptional record.²⁴ Between 1922 and 1925 Phillips took over many of the burdens of the academic life of the college. At this time the duties of the dean of men were combined with those of the academic dean making the office one of the most difficult to administer on the campus. Phillips left Monmouth in 1925 and in 1927 John Scott Cleland joined the Monmouth staff and took over the double duties of the dean's office. In 1948 the two functions were separated, Cleland retaining the office of academic dean while Phillips, who had returned in 1946, was appointed to the post of dean of men.²⁵



Thomas Hanna McMichael, more than anyone else, must be given credit for making Monmouth a first-class college. Throughout the nation he was regarded as the real symbol of the institution, and on his thirtieth anniversary as president he received testimonial letters from all over the United States, from the White House, from cabinet officers, from college and university presidents, from governors and ex-governors, from ministers, teachers, engineers, architects and many members of the alumni family. From Franklin D. Roosevelt, through secretary Stephen Early, came this courteous note :

Despite the almost crushing pressure under which the President is working these days in connection with na-

²⁴ *Ibid.*, June 13, 1922.

²⁵ In the fall of 1951, Dr. Hugh Beveridge was appointed dean of the college after Dr. Cleland's death.

tional and international problems which require his attention day and night, he has asked me to extend to you his congratulations upon the completion of thirty years of service to the Monmouth College.

Were conditions at all normal, I am certain the President would be pleased to send these greetings personally.

I sincerely hope you will understand the circumstances prevailing at this period of the emergency and will accept this indirect word of greeting.²⁶

Harold L. Ickes, Secretary of the Interior, congratulated McMichael on the "enviable records" achieved by Monmouth College during the preceding three decades. Ickes then continued,

A college is the living embodiment of the spirit of its leaders. A man who has been president of a college for three decades must see the imprint of his life, not only upon the stones which have been built into the structures on the campus, but upon the intelligence, the social mindedness and the ethical character of the men and women who have come within the influence of the college.

The Secretary of the Interior concluded his message by stating that Monmouth College was the "lasting memorial" to the productive career of the man who had been in the president's chair for thirty years.²⁷

The Board of Education of the Methodist Episcopal Church declared that McMichael's service was of such lasting importance that it would "not be lost to the world," and The Board of American Missions of the United Presbyterian Church regarded him as a fine example of "a square peg in a square hole" who had played square with everyone and rendered a great service to the church and the college.²⁸

²⁶ Stephen Early to T. H. McMichael, Washington, D. C., May 24, 1933.

²⁷ Harold L. Ickes to T. H. McMichael, Washington, D. C., May 26, 1933.

²⁸ William S. Bovard to McMichael, Chicago, June 7, 1933; R. W. McGranahan to McMichael, Pittsburgh, June 5, 1933.

One of the most interesting letters came from Charles Lawrence Baker (ex '06), at that time connected with the Bureau of Economic Geology, The University of Texas. Part of his letter read as follows :

I, for one, am willing, with that serene indifference possessed only by those who know they are right, to proceed either to perdition or to glory upon the basis that real education is the sole remedy for the major ills of mankind. All that education can do, and all that legitimately can be required of it, is that it teach us to work efficiently and to reason correctly. Let us never forget that in America, at least, this is the proper function as well as the prerogative of a small college. It may be that sectarianism will perish but the ideals of the small college are for the ages.

It is because you have been in the vanguard of that pitifully small yet ever hopeful army, which, constantly besieged by vast hosts of discouragement, has yet somehow managed to carry on and to keep the faith that I congratulate you and cheer you on. As one of the students of the first year of your presidency my hope and trust in you and your faculty has not diminished during these thirty years of common trials.²⁹

In Monmouth, June 1, 1933, was proclaimed "McMichael Day" by Mayor Earl McKinnon.³⁰ Merchants and businessmen joined with the college in making it a gala occasion. Store windows were decorated with red and white floral designs and pictures of McMichael were displayed prominently. At three o'clock in the afternoon, red and white carnations were showered from an airplane that flew over the campus and the athletic field. Whistles blew, church bells rang, flags were displayed on the streets and

²⁹ C. L. Baker to McMichael, Austin, Texas, May 30, 1933.

³⁰ Earle Bennett first suggested the idea of "McMichael Day" to the Monmouth City Council. Minutes of Monmouth City Council, May 22, 1933. Although he did not graduate at Monmouth, Bennett was for a time a member of the class of '33.

everyone wore a McMichael Day badge which displayed the college seal and the red and white college colors. Radio news broadcasters included the story in their reports and special music was dedicated to McMichael by WGN and WLS. Many newspapers, including *The Chicago Daily News*, *The Peoria Star*, the *Peoria Journal-Transcript*, *The Argus* of Rock Island, and the *Daily Register Mail* of Galesburg ran editorials, feature stories, and pictures of Jackson Burgess and Thomas Hanna McMichael. In Monmouth John Lugg wrote an open letter of praise in the *Daily Review Atlas*. The open house at the McMichael home was somewhat of an anticlimax but here over the coffee and tea cups old friends chatted and Doctor Tom received the personal congratulations of students, alumni, and friends of the college. It was a great day for the clan McMichael and marked the height of the McMichael administration. It is doubtful if any other president of a small college was ever honored with more genuine and widespread enthusiasm.

Almost every man has two personalities. One, a little rugged, he uses to face the world; the other, more intimate and emotional, he reserves for the family circle. Thomas Hanna McMichael was not only a forceful man in public but a beloved father and grandfather at his own hearth. His grandson, Thomas McMichael has written an interesting account of the college president and man of the world within the family circle:

My earliest recollection of my grandfather indicates that he was above all else a wonderful family man. His wife suffered a leg amputation about the time of my birth and my grandfather's chief aim in life was to make her existence as comfortable and as interesting as possible. He would spend hours telling her of his experiences of the day and any other bit of information which he thought might be of interest to her. He also made

every effort to see that she was able to attend every school or social function which she might enjoy.

After the death of his wife my parents moved into his home and lived there for about ten years. It was a very pleasant experience for everyone because of his intense interest in his family. The experience was especially pleasant for me because I was on the receiving end of many gifts and possibly somewhat less punishment than might normally be expected.

My grandfather was a deeply religious man and Sunday was definitely a day of rest around his house. He made it clear to me at an early age that football and movies would be confined to the other six days of the week, and many were the times that he reminded me that the day was Sabbath.

Immediately after breakfast on Sunday morning he would retire to his bedroom and memorize the sermon that he was going to preach that day either at vespers or in church. He would pace back and forth in his room by the hour saying the sermon aloud and with strict instructions not to be interrupted.

During the first twenty-five years that he was with the college he was business manager as well as president so he always had a keen knowledge and interest in all business matters. Hardly a day went by in which he did not inquire of my father ³¹ (who had become business manager) about the price trend in the stock and grain markets. Many friends and former students would ask his advice before they would make real estate or stock purchases.

He maintained a remarkable memory right up to the time of his death. It was seldom that he was unable to call by the first name any student who attended Monmouth during his thirty-three years as president.³²

³¹ David McMichael, who resigned as business manager in 1952.

³² Typed MS in Monmouth College Library.

CHAPTER THREE

Fraternities: The Pi Phi and Kappa Stories

IT IS not generally known outside of the organizations concerned that the American sorority movement began at Monmouth College.

The Greek letter social fraternity movement which began at Union College was a distinctly American feature of higher education. The motivation for these organizations was the belief that by associating in the close bonds of a secret society men of common ideals and objectives might be of mutual benefit in a social, moral, and intellectual capacity. Before the Civil War Monmouth was too small and too provincial to give much thought to fraternities but when the veterans returned to the campus and the enrollment began to grow more interest was expressed in "the Greeks" and by 1866 Beta Theta Pi, Delta Tau Delta, and Phi Gamma Delta had been established. Within the next decade Phi Kappa Psi and Sigma Chi had established chapters on the Monmouth campus.

As soon as the men established their fraternities it was only natural that the college women should agitate for organizations of their own. There was a close relationship

between the rise of sororities and the woman's rights movement that began in the 1840's, a movement which had reached a high pitch of agitation by the time of the Civil War. Monmouth College was founded at a time when women were militantly demanding equal rights with men and the fact that women were admitted on an equal basis with men to all the academic privileges of the college was an important factor in the movement that led to the creation of the first fraternal organizations for college women.

In the spring of 1867 a group of twelve Monmouth girls decided to organize a society similar in purpose to the Greek letter fraternities which the men were sponsoring. After a week of hurried and clandestine meetings in a home now known as Holt House the girls were ready to write their constitution, adopt their symbols and their pins, and emerge as a full-blown sorority. The preamble to their constitution sounded a high note of idealism and purpose:

Whereas it was deemed necessary in order to cultivate real friendship, establish the real objects of life, and promote the happiness of humanity, we, the undersigned ladies of Monmouth College do ordain and establish the following constitution and by-laws for the government of said organization.

They called their new society, which was to pioneer the American sorority movement, I. C. Sorosis, later changed to Pi Beta Phi.

The girls had a sense of the dramatic and on the morning of April 28, 1867, they paraded into chapel as a group, each girl proudly wearing in her hair the golden arrow that was to become so famous as the insignia of Pi Beta Phi. Outnumbered three to one by the college boys, how these daring girls must have thrilled as the men rose in a body and cheered! Since the organization they founded is now one of the most widespread and influential fraternities for college women in the United States it is fitting that the

names of the founders be listed here: Ada C. Bruen,¹ Emma Brownlee, Nannie L. Black, M. Rosa Moore, Inez B. Smith, Fannie C. Thompson, Libbie Brook, Clara Brownlee, Maggie U. Campbell, Jennie M. Horn, Fannie B. Whitenack, and Jennie Nicol.

The girls of I. C. Sorosis were determined from the first to make their fraternity national in scope. They began to contact young women at other colleges and within a few years the sorority had spread to three or four other schools in the Midwest but probably not even the most optimistic of the women connected with the movement dreamed that it would ever reach the size and strength enjoyed by the Pi Phi's of the twentieth century. But trouble came for the mother chapter at Monmouth. In 1874 the college officials outlawed all secret societies on the campus. Although this pioneer fraternity for women attempted a sub-rosa existence for ten years the arrangement proved unsatisfactory, and in 1884 the national convention asked for the charter of the historic Alpha chapter. Forty-four years went by before the mother chapter was reinstated at Monmouth.²



Years ago a stream crossed the campus between the modern McMichael Hall and the Terrace and there was a rustic bridge over this meandering water where it crossed North Ninth Street. The bridge was a popular rendezvous for lovers, for those who wished to meditate, and for others who "wanted to get away from it all." The bridge was especially sacred to all the early Kappa girls because here, above the whispering water, a small group of Monmouth girls first discussed the possibility of founding the organization that became the internationally famous Kappa Kappa

¹ Ada Bruen Grier was the mother of James Harper Grier, Monmouth's fifth president.

² Minutes of the Senate, June 17, 1874. See also the archives of Alpha Chapter.

Gamma. Because parliamentary law and exact minutes were not a part of the early business records of fraternities, it is impossible to pinpoint the exact date for the creation of Kappa Kappa Gamma but apparently the society was in existence as early as April, 1870, since two girls had been initiated by the first of April and the total membership at that time was six. Had the members announced the existence of the society at that time there would have been less mystery with respect to the exact date of founding, but unfortunately, the keys, which had been ordered from a jeweler in Pittsburgh, were delayed and the girls did not make a public announcement of the existence of Kappa until October 13, 1870.

On that day, six Kappa girls, with their little golden keys shining in their hair, marched solemnly into chapel after all the other students had been seated. They created quite a sensation, although the sources show that the men on campus had expected this demonstration for some time. As the girls marched down the aisle a hushed silence fell over the chapel and a look of expectancy crossed the face of President David Wallace who was presiding on the platform. Then, as if in response to a signal, all the fraternity men cheered, shouted, and stamped their feet. The excitement was tremendous although only the founders of Kappa fully appreciated the significance of this historic moment. Wallace, who had given his smile of approval to the girls when they first came into chapel, was soon more interested in restoring order than in speculating on the meaning of the new sorority.³

October 13, 1870 became the official Founder's Day in the annals of Kappa Kappa Gamma but there is every reason to believe that the organization was already six months

³ Florence B. Roth and May C. W. Westermann, *The History of Kappa Kappa Gamma Fraternity, 1870-1930*, pp. 1-8; *Monmouth College Courier*, October, 1870. The *Courier* referred to the event as "the long expected ship" which hove into sight with "the admiral's pennant flung to the breeze."

old on that date. There is a strong possibility, therefore, that Kappa was the second college sorority founded in the United States. The only other contender for this honor is Kappa Alpha Theta at DePauw University, which was founded almost simultaneously with Kappa Kappa Gamma in the spring of 1870.

Mary Moore Stewart first conceived the idea that resulted in the creation of Kappa Kappa Gamma. She took Mary Louise Bennett, Hanna Jeanette Boyd, and Anna Elizabeth Willits into her confidence and plans were discussed on the campus bridge, on the Stewart croquet course and at the homes of the girls. The constitution may have been written in the Stewart home (which still stands) or it may have been written in the dead of night in the club-room of the literary society called *Amateurs des Belles Lettres* (A. B. L.). As Mary Stewart and Mary Bennett were very active in A. B. L. they may have bribed the night watchman and gained admittance to Old Main, and, then, with the other girls, felt their way along the dark corridors until they reached the safety of the A. B. L. hall. Here in the light of a carefully shaded lamp, the constitution of Kappa may have been composed by these highly imaginative and idealistic young women. It seems evident that Anna Willets' mother suggested the design for the Kappa pin, "a golden key with which to lock up your secrets."

The founders of Kappa, like the founders of Pi Phi, were interested in expansion. The methods employed to install a new chapter were very simple when contrasted with the modern red tape, the inspections, the letter writing, the petitions, and the years of political maneuvering. In the 1870's it was very easy to start a new chapter and sometimes two girls, or even one, were considered enough of a nucleus to start the organization. The Alpha chapter of Kappa did not wait for petitions from interested groups of women, but selected a girl at random from a college catalog

and urged her to organize her friends into a sorority and accept a charter from Kappa Kappa Gamma. Such a method of expansion left much to be desired and some of the early chapters were weak and ephemeral as a consequence. Very incomplete records were kept, and the faulty sources confused later historians of the Kappa movement. Beta chapter, for example, the first offspring of the Monmouth chapter, was identified with Knox College for a number of years, but after years of investigation it was discovered by the historians of the fraternity that Beta had been established at St. Mary's School in Knoxville, Illinois, and that Knox College had never had a chapter. Alpha made attempts to establish a chapter at Knox but the Monmouth girls did not like the material and gave it up. They did establish a number of chapters before the ban on fraternities curtailed their activities. Among these were Gamma, Delta, Eta, Iota, and Theta. When these chapters were ready for induction, the oath was sent in code by mail from Monmouth and this was followed in a few days with the key to the code written in Greek.

Kappa Kappa Gamma, like Pi Beta Phi, was quite disturbed by the ban on secret societies approved by the college Senate in 1874. The girls showed spirit and in keeping with the ideals of the fraternity they did not give up without a struggle. When she heard of the college action, Alice Pillsbury, Alpha secretary, exclaimed in a letter to Ida Woodburn of Delta (June 21, 1874), "Do you think this is going to finish us? Do you think we are going to subside? Not by any means! It only puts us to the trouble of taking in our members before they enter college." This was actually done, initiations being held in the summer when college was not in session.

At first the college did not enforce the law very strictly and fraternities continued to exist sub rosa, Kappa among them. During this period Elizabeth Wallace, daughter of

the president of the college (who was a fraternity man himself) was initiated into Alpha chapter. By 1877, however, the college administration was beginning to enforce the ban and the sorority was forced to leave the campus. From 1877 to 1884 Alpha chapter of Kappa Kappa Gamma continued to exist in town without any direct connections with the campus, but this situation could not continue indefinitely. In 1884 the national convention of the sorority, meeting at Canton, New York, withdrew Alpha's charter "because of long continued faculty opposition."⁴ In spite of this, the strong group of alumnae in Monmouth kept the spirit of Kappa alive and about 1900 a secret local society, Kappa Alpha Sigma, was organized with the express purpose of working for the reestablishment of the Alpha chapter of Kappa Kappa Gamma on Monmouth Campus.

The opposition to fraternities expressed by the Monmouth College administration cannot be regarded as a purely local attitude. It represented merely the local reaction to a movement that had been sweeping the nation for several decades and which was applied to all secret organizations — not just Greek letter societies — at the various colleges and universities. The movement had entered politics with the formation of the Anti-Masonic Party. In addition to the Masons, the crusaders against secret organizations pressed the attack on Odd Fellows, Knights of Pythias, Red Men, The Knights of Friendship and half a dozen other assorted fraternities with secret rituals. Some rabid reformers asserted that the secret societies were as dangerous to American civilization as slavery. After the Civil War the rapid expansion of the college fraternity movement brought these organizations under the searchlight of the crusaders and unfortunately the fraternities were guilty of some very foolish actions which gave the anti-fraternity leaders plenty of meat

⁴ *The Golden Key*, vol. 2 (December 1884), p. 2.

and scandal on which to sharpen their teeth and their zealous wits.⁵

Perhaps the most famous incident of this kind was the so-called Leggett Case at Cornell University. In October, 1872, a young man by the name of Mortimer Leggett, with several other college students, was put through unusually severe ceremonies preliminary to initiation into a fraternity. Leggett was blindfolded and strapped and taken to the edge of one of many gullies near the Cornell campus. During the horseplay that followed Leggett and two others fell into the ravine and hit the rocks below. Two of the men were severely injured and recovered, but Leggett died in great agony. The date of this event is significant in relation to the Monmouth ban on fraternities. The Leggett case was played up in all the church papers as well as the city dailies such as the *New York Tribune*, and in 1873 the United Presbyterian Church expressed open opposition to secret societies.⁶ The Synod of Illinois meeting in the fall of 1873 took decided action against secret organizations and recommended to the Monmouth College Senate that they be removed from the campus of Monmouth College.

When the Senate met in June 1874 a special committee was appointed to investigate the fraternities on Monmouth campus. The fraternities cooperated with the committee to the best of their ability and the committee was given "the most respectful attention" by the college students. The committee was impressed with the fact that the societies enrolled students "of the highest character and standing in the College." They discovered that the obligations of the members were obligations of honor and that no member was bound by an oath. The committee reported that the secret nature of the fraternities had been exaggerated and they

⁵ *The Evangelical Repository and United Presbyterian Review* (Philadelphia, 1842-1870?), vol. XLIX (1872-1873), pp. 554-555.

⁶ *Ibid.*, vol. L (1873-1874), pp. 504-507; 521-530.

found no evidence of medieval instruments of torture or other horrors which the public had been led to expect as a normal part of fraternity life. No pledge was required that could be considered unpatriotic or disloyal to the constitution of the United States. Membership, said the fraternity leaders, was not secret but openly avowed as every member wore his badge or pin for all to see. The committee reported that the aims of the fraternities were honorable and praiseworthy. The main purpose of the organizations seemed to be to promote among the members "literary, social, and moral culture," and to encourage through mutual effort, higher character and greater contributions among the students.⁷

The Senate investigation soft pedaled the moral aspects of the question but the students were informed of the action taken by the United Presbyterian Church in which it condemned all secret societies and especially the ones at the college. An attempt was made diplomatically to convince the students of the wisdom and propriety of respecting the sincere convictions of the people on whom rested so largely the responsibility of maintaining the institution. "We based our appeal to the societies," the committee reported, "principally upon the fact that they were a hindrance to the prosperity of the college, an actual hindrance to the raising of money for it, owing to the conscientious repugnance of those to whom application for donations was made to secret societies."⁸ The committee mentioned specific cases in which donations had been withheld because of the presence of the Greek fraternities.

The fraternities, however, were skeptical. While they expressed their loyalty to the college and indicated that they did not wish to be an obstacle to the financial campaign, they expressed doubts about the generosity of the people

⁷ Minutes of the Senate, June 16, 1874.

⁸ *Idem*.

who were opposed to the fraternities. However, if they could be convinced that the college would fall heir to a considerable fortune if the fraternities were removed then they would be willing to disband. The fraternities made the point that honorable, openly-accepted organizations would improve the moral tone of the college and would be a guarantee against the existence of societies of a disreputable character.

The Senate committee left the problem squarely up to the fraternities. It brought no pressure to bear on the organizations to disband and it did not encourage the dissolution of one or two organizations, leaving the others intact. To be effective all fraternities should disband. The fraternities called special meetings to discuss the problems raised by the Senate and while they realized the seriousness of the situation they did not think it was a just cause for disorganization. Consequently the fraternities voted down the suggestion that they disband and the special committee reported this action to the Senate.

This left the Senate the unpleasant duty of deciding whether the fraternities or the church had the stronger argument. In the end, rather reluctantly, the Senate moved that the fraternities disband as soon as practicable for the best interests of the students and the college. The motion asserted that:

. . . . the existence of secret fraternities in the colleges and universities of our country, with all the private advantages that may be claimed for them, felt and conceded to be an evil by almost if not all boards of instructors conducting and controlling these institutions.

In what may have been mere rationalization, the Senate recorded another statement to the effect that the large majority of the graduates of American colleges "upon sober second thought" declared that in spite of the amusements, fascinations, and glamor of the societies "it would be better

in the aggregate that they were not in existence at all" because the advantages did not counterbalance the evils of the secret organizations. Furthermore, the Senate declared that Greek fraternities were undemocratic and in their administration created "an aristocracy of interests" that operated more or less against the rights and privileges of the uninitiated who had as much ability as the fraternity members. Finally, the Senate asserted that the majority of the founders, supporters, and friends of the college were sincerely opposed to the existence of fraternities for either men or women at Monmouth College and many refused to contribute to its support as long as these organizations continued to operate.⁹ A motion was then made and passed making it unlawful in the future for any student of the college to become a member of any secret fraternity. The new rule soon appeared in the college catalog and was incorporated in the college statutes. During the next ten years, all the fraternities, including Phi Gamma Delta, Delta Tau Delta, Beta Theta Pi, Sigma Chi, Kappa Kappa Gamma, and I. C. Sorosis (Pi Beta Phi) either dissolved completely or went underground.



The women were more tenacious and more determined to keep their organizations alive than the men. The members of Kappa Kappa Gamma and Pi Beta Phi never gave up hope of rejoining their national sororities and they passed on the ideals of their respective groups to the second and even the third generation. In 1928 and 1934 their dreams were realized when the Alpha chapters of the two sororities were reinstated at Monmouth with pomp and ceremony.

In June 1922 the Senate repealed the old law prohibiting Greek fraternities on the campus and the local organizations

⁹ *Idem.*

that had been creeping back since about 1900 were now officially recognized. The most important of the locals from the point of view of Pi Phi was Zeta Epsilon Chi which had been on and off the campus since 1899. This group was secretly sponsored by local Pi Phis who saw in it the nucleus of the re-instated Alpha chapter. With the help of the girls of Zeta, the local Pi Phis, a few of the original founders, and Thomas and Minnie McMichael, the national convention decided to reestablish the Monmouth Alpha of the sorority. The installation took place on May 23, 24, and 25, 1928. The entire third floor of Wallace Hall was given over to the more formal phases of the ceremonies and the visitors found the rooms ideal in "convenience and attractiveness."

There was a round of luncheons, dinners, teas, and breakfasts but the most spectacular event was the dinner sponsored by the new members of Alpha chapter to one hundred and fifty Pi Phis. This banquet was held in the east dining room at Hawcock's, which at that time was one of the outstanding restaurants in Illinois. As the guests entered the dining room they were surprised to find themselves in what appeared to be a formal terraced garden. The windows of a house ran along one wall and they were gaily decorated with black and white striped awnings and black stucco window boxes ablaze with rainbow tulips. A low imitation stone wall and a border of flowers enclosed the garden. Trees, shrubs, and clumps of hollyhocks added to the realistic effect. The dramatic climax of the decorations was a beautiful rainbow that arched across the room. At the end of the rainbow was the traditional pot of gold. There were dozens of candles of rainbow colors on the four long tables and place-cards were pastel tinted bows which rested in nut cups representing miniature pots of gold. The rainbow theme was carried out in the cocktails, salads, and ices. When the guests were seated, one of the girls dressed as a

woodland fairy pressed the switch that turned the rainbow into a shimmering arch of a thousand tints.¹⁰ In the midst of such sophisticated pageantry, Alpha of Pi Beta Phi, came back from the pages of history to add its living influence to Monmouth College campus.



Meantime, another local fraternity for women, Kappa Alpha Sigma, had been organized with the primary aim of reinstating the Alpha chapter of Kappa Kappa Gamma. The movement to bring Alpha back to Monmouth began in earnest in 1924 when Mrs. Dorothy Buck Ettl attended the national convention in California. Mrs. Ettl and Mrs. Chester Smith attended the convention in 1928 and this time the convention seemed more favorably inclined but the council later vetoed the action of the convention. Mrs. Myra T. Ricketts of Kirkwood, Illinois, now came forward as the champion of the Kappa Alpha Sigma girls. Mrs. Ricketts had joined Kappa Kappa Gamma at Northwestern University and she was a woman with considerable influence in the councils of the national fraternity but she had a difficult time breaking down the smug attitude that the national Grand Council took with respect to Monmouth and the reinstatement of Alpha. There had been many comments at the 1928 convention and later in the Grand Council to the effect that Monmouth could not do anything for the national sorority. Mrs. Ricketts took the position that Monmouth had already done more than any other institution by giving birth to the Kappa organization. She shamed the sorority for its negligence in honoring the mother chapter and its founders. "What has Kappa done to honor the place of her birth?" she asked. "What has she brought back

¹⁰ History of Illinois Alpha Chapter, MS in Alpha archives; also Alpha scrapbook and clippings.

to the college that fostered her early growth? What has she ever done to honor her founders?"¹¹

The campaign continued. Another try was made in 1932 only to get another smug reply from the Grand Council:

. . . that although the school has maintained a good standing as a small denominational college, the student body as a whole does not produce sufficient outstanding fraternity material. This is the determining factor in the situation.¹²

But the girls of Kappa Alpha Sigma were not discouraged and in 1933 under the presidency of Mary Tubbs the breaks began to come. They succeeded in having a special delegation from Upsilon chapter (Northwestern University) visit Monmouth. The Northwestern girls toured the campus, met the girls of Kappa Alpha Sigma, the dean of women, members of the faculty, and prominent townspeople. The young women from Upsilon were impressed. Here were not "shy country lasses" as they had expected but well groomed, poised, cultured women who were the equal of the best groups in the sorority. The Upsilon delegation could not understand why there had ever been any hesitancy in accepting the Monmouth girls.

Encouraged, the Kappa Alpha Sigma group redoubled their efforts. They secured the support of President McMichael, the faculty, the trustees, and prominent citizens of Monmouth. They secured the help of Mrs. Herbert Hoover, Dorothy Canfield, and Mrs. Owen D. Young, who wrote letters to the Grand Council and in other ways showed that they favored the reestablishment of Alpha. Mary Tubbs and other Monmouth girls attended the national

¹¹ Mrs. Myra T. Ricketts to Eleanor Bennett, Kirkwood, Illinois, September 28, 1929.

¹² Clara O. Pierce to the Officers, etc., of Kappa Kappa Gamma, November 7, 1932. All letters and other source material in the archives of Alpha chapter of Kappa Kappa Gamma.

convention in Yellowstone Park, July 3, 1934, and the strong delegation with the support of prominent Kappas all over the nation won the day. In October, 1934, Alpha of Kappa Kappa Gamma, long neglected, was reborn.¹³

Because of their pioneer efforts in the American sorority movement and their unusually dramatic history, the Monmouth Kappas and Pi Phis will always have a unique place in American social history. However, as Monmouth neared the century mark, two other sororities were making a notable contribution to campus life. One of these, Alpha Xi Delta, was established at Monmouth May 14, 1932. One of the founders of the local chapter was Alice Bartlett who is now Mrs. M. T. Brunner of Monmouth. The young women of Alpha Xi Delta have always taken a great interest in the social and academic life of the campus and have promoted several projects of community interest and value. Among the alumnae of the local chapter mention should be made of Mary Louise Winbigler, '38, who entered diplomatic service and Dorothea Walker Blair, '40, who became a college administrator.

Beta Gamma of Kappa Delta was installed at Monmouth October 23, 1936. This chapter of Kappa Delta evolved from a local organization called Theta Chi Mu which had been founded at Monmouth in 1930 under the leadership of Jean Shantz, Roberta Squires Shuse, and Marion Willis Wolfe, all of the class of 1930. One of the interesting features in the founding of Theta Chi Mu was the help given

¹³ The detailed accounts of Kappa and Pi Phi were possible because the author had access to the files of the local chapters. History cannot be written without sources. Barbara Black, '52, and Carol Bischman, '52, Kappas, and Betty Dale Rossell, '52, Pi Phi, supplied the author with the necessary documents. Information pertaining to Kappa Delta was supplied by Mary Margaret Stewart, '53. Additional information pertaining to the Greek letter organizations was furnished by Joy Fletcher, '53, Irwin Kirk, '53, Evard Best, '56, and Richard Petrie, '29. However, with the exception of Kappa and Pi Phi no archival material was made available, with the exception of volume XLVI (1948) of the *Sigma Phi Epsilon Journal*.

to the girls by the young men of Theta Kappa Epsilon. The TKE boys assisted with the constitution, the initiation, and pledge rituals, although the Mu girls insisted that they were organizing a secret society. In the summer of 1936, Theta Chi Mu was accepted by the national sorority, Kappa Delta, and in October of that year the Beta Gamma chapter was formally installed.

The Kappa Delta women at Monmouth have always endeavored to put the college before the sorority. Therefore they have emphasized scholarship and those campus activities that would strengthen the standing of the college and arouse school spirit. In this respect they made an enviable record. In 1947 the Beta Gamma chapter received the Progress Award from the national sorority. In 1949 and again in 1951 the group received the Merit Award which indicated that they ranked with the first ten chapters in scholarship. In 1952 the Monmouth chapter of Kappa Delta was cited for having the highest scholastic average of any of the eighty-two chapters in the sorority. In addition to their scholastic achievements the Kappa Delta women made excellent contributions to the musical organizations, to Crimson Masque, and to the Y.W.C.A.

After 1922 the fraternities for men at Monmouth began to develop more elaborate programs and some of them were soon associated with national organizations. Among these was Xi Gamma Delta which was one of the strongest locals at the college. This group affiliated with Beta Kappa in 1926 but the fraternity went bankrupt and merged with Theta Chi in 1942. Beta Pi of Theta Chi has produced a strong alumni group representing the fields of business, education, and politics. The local chapter of Theta Kappa Epsilon was chartered in 1928. This fraternity evolved from another local, Phi Sigma Alpha, founded in 1908. The Monmouth TKES promoted a very strong chapter and produced several prominent local alumni including Professor

Samuel Thompson, Louis Gibb, Richard Petrie, Charles Gavin, and George Hartung.

After World War Two three more fraternities appeared on campus: Alpha Tau Omega, Sigma Phi Epsilon, and Kappa Phi Sigma. Alpha Tau Omega had the longest and perhaps the most interesting history of any of the men's organizations, stretching its genealogy back to the Phi Kappa Psi group which appeared on the campus in 1872. Under the guidance of such men as Jack Francis and Oral Kost, ATO laid the foundations for a successful history in the Monmouth community.

Illinois Gamma of Sigma Phi Epsilon became the fourth national fraternity at Monmouth College. Like the other Monmouth fraternities, the Sig Eps had several Greek ancestors including Tau Lambda Phi, Pi Rho Phi, and Theta Upsilon Omega. The Gamma chapter was installed May 22, 1948 with a round of formal ceremonies, lunches, and banquets. The most influential founders of this chapter were Joseph McGuire, Robert Feehley and Anthony Kennedy. McGuire became the first president. During its first five years at Monmouth this fraternity exerted considerable influence on campus life. One of its most constructive contributions was the abandonment of Hell Week in favor of Construction Week.

CHAPTER FOUR

College Life Through the Years

WHEN Monmouth College was established the city of Monmouth was still a raw prairie town and did not offer the students any cultural advantages or special entertainment. The situation did not improve very much after the Civil War, although there was The Opera House which had been remodeled from an old church. Some representative actors of the day occasionally reached Monmouth and there were a few concerts but the students depended on their own resources for amusement. Since dancing, cards, and billiards were prohibited by college rules the field was considerably narrowed from the beginning and these harsh restrictions were partly responsible for the bloody riots that took place between classes, especially sophomore and freshman, and other unnecessary roughness that was frequently exhibited on and off the campus. The young men had to let off steam in some manner and physical violence seemed to be the quickest way. After 1905 card games were permitted but gambling was expressly prohibited and the ban on dancing continued until after 1930. The suppression of the Greek letter fraternities aggravated the tension on the campus and boisterous exhibitions such as pajama parades and raids on the girls' dormitory took place as late as 1920. Life on the campus has been comparatively peace-

able since 1920 with the usual round of dances, teas, bridge parties, and open houses. Violence is no longer permitted even on the football field and the only time the students smell blood is during the annual pole scrap between freshmen and sophomores.

In the old days the Monmouth students spent a good deal of time eating. Picnics in season were very popular, and spreads, chafing-dish parties, and lavish banquets were given at the slightest provocation. Between 1880 and 1900 the oyster supper was very fashionable and several stores and restaurants in town made a specialty of this delectable mollusk. The coeds seemed to prefer an oyster stew to a dish of ice cream, although the stores were well supplied with this product too. Bakeries and groceries catered to the students and offered an array of candies, cakes, domestic and imported dried fruits, vegetables, cigars, and chewing tobacco. Hawkins and Patterson advertised that they were specialists in "all kinds of grub especially adapted to students." There were also several fancy "Tonsorial Rooms" which provided hot and cold baths with filtered rain water. J. C. Ford's China Hall featured many items interesting to the college women including dinner and tea sets, parlor lamps, hanging lamps, bracket lamps, lamp shades, glassware and silverware. George Wilcox had a tailor and cleaning shop over Dennis's harness shop, where the girls could have their finery cleaned, repaired, or remade. Several stores gave special discounts to students especially if they bought groceries in large quantities for the student boarding clubs.

The boarding clubs were an important feature of campus life during the last part of the nineteenth century and the first decade of the twentieth. Before 1878 the Monmouth student boarded with private families surrounded by all the comforts and influences of the home. About that time, a group of college boys rented the old academy on North A

Street, hired a cook, and proceeded to make the old building their place of residence while attending college. They called this residence the Barracks which soon degenerated into the "Barrax," famous for its tasteless meals and other frugalities. By 1884 the day of the Barracks was over and the boarding clubs took the place of this unpopular institution. At first the clubs were composed entirely of men as it had been traditional for the college women to board with private families, but in 1886 a club was formed which included both men and women. This boarding club was called appropriately the "Dove's Nest," and after this date most of the clubs included both ladies and gentlemen. It was discovered that the presence of the girls had a "softening, soothing and refining influence on the other element" and that both sexes "benefited by the combination."¹ The original purpose of the boarding club was economy but as time went by a sharp rivalry developed between the clubs to see which one could provide the most elaborate meals. This rivalry extended to sport activity and each club attempted to develop and train a superior baseball team. The girls played croquet, and later, baseball.

Excursions to the country were always occasions for great merrymaking. Some of these trips were made by seniors only and correspond to the senior skip day of later years. In the spring these outings took place at Oquawka, Cedar Creek, or even as far away as Burlington. Winter weather usually brought out the sleighs and bobsleds and while the faculty looked askance at the sleigh rides the students continued to go on them anyway. Cans of oysters usually provided the heart of the meals that were prepared at the end of the cold ride over the snow-packed roads, when, according to an early Monmouth poet

Lily cheeks like crimson glowed
Amidst the wintry blast.

¹ *Ravelings*, 1894, p. 30.

The sleighing parties inspired poetry, even though there had to be two feet between every fellow and his girl in order that social propriety might be maintained in the narrow bobsled. But many a romance began on these beautiful winter nights as the sled glided over the crunching snow under the glittering stars in a cloudless sky. The December air was sharp with frost, but hearts beat as warmly as they did in June when commencement brought to an end one adventure in education and fellowship and began another of even greater promise.

In spite of various restrictions placed on social activities there is no evidence to show that in the good old days Monmouth men and women were ever in danger of developing split personalities due to frustration. To be sure there was a certain amount of Victorianism but there was also a great deal of freedom which extended to both men and coeds. If we are to base our judgment on the following article taken from the *College Courier*, November, 1874, it seems evident that the campus enjoyed complete freedom of the press.

The Art of Kissing

GENTLE READER: You will doubtless be startled at the appearance of such an article in these columns, but we deem it the exercise of what is herein set forth a step toward reform, and are convinced that it is a subject well worthy of your consideration. . . . It is important that you first know whom you are to kiss. And for the love of sweetness don't jump like an alligator after a gnat, and smack a woman on the neck or on the ear, or on the corner of the forehead, or on her nose, or slop on her bonnet ribbon, in your haste to get through. Be thoughtful and consider well the solemnity of the occasion, for your future happiness may depend upon its success. Properly, the gentleman should be the little the tallest, he should have a clean face, a kind eye and a mouthful of expression instead of false teeth or tobacco. Don't sit down to it; kiss standing, and there is no need

to get into a crowd, two persons are sufficient to corner and catch a kiss, the presence of more will spoil the sport. It wont hurt after you are used to it. Take the left hand of the lady in your right hand. Let your hat go — anywhere, so it is out of the way; throw the left hand gently over the shoulder of the lady and let the right hand fall down on the right side toward the left. . . . Stand firm and providence will give you strength for the ordeal, be brave, don't be in a hurry, her lips must open. Don't jab down on a beautiful mouth as though you were spearing for catfish. Don't muss the lady's hair, rumple her collar, bite her cheek, wrinkle her rich ribbons, leave her mussed and rumpled. Don't grab and yank her as though she were a young calf being separated from her mother. Bear in mind those principles for a muddled kiss is worse than the colic to a sensible woman.



The most prominent organizations in the social and cultural life of the college before 1915 were the literary societies, which provided the most important extra-curricular activities of the time. These societies were not unique at Monmouth, as similar organizations played important roles in the life of nearly every college in the nation during the nineteenth century. The Monmouth societies were unusually strong and actually had more prestige than some modern fraternities.

The Philadelphian society, later known as Philo, was organized in September, 1856, with the blessing of David Wallace and Marion Morrison. It was inevitable that these societies have mottoes in Latin. Philo chose "Vincet qui se vincet," meaning "He conquers who conquers himself." On the suggestion of President Wallace, the original Philo was divided in January, 1857, and the offspring was given the name Eccritean. It took the motto "Sic itur ad astra," which means "This way to the stars." In the same year the women organized the Amateur des Belles Lettres (later known as

A. B. L.) with the motto "Droit et Avant," or "Right and Forward." Five years later the second society for the girls was formed under the title Aletheorian. This club selected the unusual motto "Aude sapere," ("Dare to be wise").²

The main contribution of these societies, over and above their social activities, was the interest they promoted in debate and public speaking. They were instrumental not only in bringing interesting oratorical contests to the campus, but in organizing intercollegiate contests in the Midwest. Monmouth was a charter member of the original Inter-State Oratorical Association although it was the Adelphi Society of Knox College which issued the invitation to organize such a conference. Its purpose was to stress intellectual ability and eloquence rather than physical power and endurance. Throughout the years since 1874, when the association was first organized, Monmouth orators have won many honors both in the state and inter-state contests. Among the all-time great voices in Monmouth's past were John M. Ross, A. C. Douglass, C. R. Wishart, and F. E. Elliott. Among the twentieth century Monmouth orators who won special honors were Neal McClanahan, Edson Smith, John Martin, and Roger Fritz.³

The cheers, songs, horseplay, and razzle-dazzle that were to be associated with football at a later date were a part of the oratorical and debate contests in the period before 1915. When the contests were held in Galesburg or other cities close to Monmouth the students rented a special car from the Burlington Railroad and rode to the meeting in style. On some occasions two cars were necessary to hold the

² The activities of the societies are recorded through the years in various college newspapers and the *Ravelings*. See also *Monmouth College Society Catalogue*, 1890, and a typescript by Loren Beth, "The History of Literary Societies at Monmouth College," 1946. This paper was later revised and published in the *Journal of the Illinois State Historical Society* (Springfield, 1908-), vol. XLIII (1950), pp. 120-136.

³ See a MS file on "Forensics — Historical Data" compiled by John Wilson in the speech department files.

crowd, which always included a band, the members of the societies (men and women) and a small contingent of faculty members. If the Monmouth orator was lucky enough to win a first place it was almost impossible to contain the enthusiasm of his supporters. When C. R. Wishart won top honors at the Galesburg meeting in 1893 the Monmouth crowd poured from the auditorium by the side doors, searched the streets for their hero and when they finally found him relaxing in the the lobby of the Union Hotel, seated him on strong shoulders and marched back to the auditorium singing, shouting, and laughing in their happiness. The Old Monmouth yells sounded strong and clear on Galesburg streets that night. Many of the students felt it their duty "to keep the town awake for the rest of the night, if not by vocal voice, at least by all manner of wind and stringed instruments." ⁴ According to the reporter for the *Ravelings* of 1894 enthusiasm did not end with the night.

Throughout the next day, as we scored this and that point in athletics and made a successful issue for 2nd. place, as we proudly marched to the depot, made our noisy leave-taking, obtained the privileges of a car by ourselves where we spent the time telling the best jokes on one another, and everybody grew jubilant as we made our triumphal passage from the Monmouth depot to the College where our girls had prepared an elegant reception. It was one increasing tide of enthusiasm which had in it a strong undercurrent of genuine loyalty — loyalty to our Faculty, our President and to our Institution, loyalty to the best interests of Monmouth College.

There were times when the Monmouth police force did not appreciate the enthusiasm of the students returning with the banners of victory from an oratorical contest. On these occasions the police provided a swift escort from the station to the campus but even the shadow of the law could not

⁴ *Ravelings*, 1894, p. 53.

dampen the spirits of a Monmouth crowd excited by the success of its representatives.

The literary societies reached the height of their development in the period from 1890 to 1915. By 1890 their organization was complete, their major customs were formed, adequate meeting-places were provided for the men and the girls, their prestige on the campus was remarkable, and they even had money in their respective treasuries. Their banquets and social affairs were always the highlights of the season and the Peanut Night ritual became one of the most strongly intrenched traditions at the college. The peanut affair took place after Philo and Eccritean had elected their orators for the annual Philo-Eccritean contest. The students who had been chosen to represent the societies bought large quantities of peanuts and treated the other members of the clubs. Later oranges, bananas, and apples were added to the peanuts and the students began the custom of forming a procession and marching around town to the professors' houses where gifts of peanuts and fruit were given to the occupants. Still later a band was added to the procession and there was speech-making by students and faculty. By 1915 Peanut Night had developed into an annual banquet that was held downtown at the Colonial Hotel. The amount of food served and consumed on these occasions was amazing but in those days a full-course dinner seldom cost over seventy-five cents. But no matter how elaborate the banquet, the lowly peanut continued to be on the menu.

The literary societies began to decline after World War I. There were new activities and new interests that began to undermine the historic literary groups. Football was entering its most glamorous era; fraternities and sororities returned to the campus; Crimson Masque, a very active dramatic organization, came into existence in 1925. The new organizations and the broader and more modern curriculum took over the functions that had been performed

by the societies for over seventy years. The girls' organizations had disappeared by 1928 and within the next five years the men's societies became merely cherished memories. But Monmouth College, through the efficient work of the speech department, continued to be prominent in intercollegiate forensics. Under Ruth Williams, a well-trained and talented graduate of Northwestern University, the speech and dramatic courses became equal, if not superior, to the offerings in any Midwest Conference college.

It was under Miss Williams' guidance that the Crimson Masque was organized on November 4, 1925, with over sixty charter members.⁵ During the next quarter century this dramatic organization absorbed much of the glamour that had characterized the literary societies and gave a much needed outlet for students with acting, writing, and production skills. The Monmouth College Theatre was organized on a professional basis with house managers, business manager, technicians, and publicity manager. Students were given a chance to write plays and to try their hand at direction and stagecraft.⁶ Those who possessed acting ability were given many opportunities to perform in a variety of plays. Comedies and simple dramas were tried at first but as the years went by the Masque began to present some of the world's best plays including Molière, Shakespeare, Shaw, Wilde, Lady Gregory, Barrie, and Ibsen. The works of many contemporary American playwrights were also produced including Ferber and Kaufman's *Stage Door* and *You Can't Take it With You*. One of the first really ambitious productions was *A Midsummer Night's Dream* presented in Valley Beautiful on June 7, 1932. For

⁵ Minutes of Crimson Masque, November 4, 1925 (in speech department files).

⁶ For example, in May 1926, Jean Liedman, now chairman of the speech department, directed the hilarious one-act play "The Pot Boiler." See Crimson Masque Program Book, p. 7.

this production the senior class united forces with the members of the Masque and the result was one of those coordinated efforts which proved very instructive and satisfactory to all concerned.

Ruth Williams was also interested in a summer theatre and a summer program of plays was presented in 1942 but the summer season presented many difficulties not encountered during the regular school year. She was also instrumental in interesting townspeople in little theatre work, and when she left Monmouth in 1947 to accept a position at Mississippi State College for Women, she had built up a large following of actors and craftsmen among the people of Monmouth. But her main contribution was teaching the students at the college to appreciate fine drama and to present plays with artistry and sincerity. Her productions were a credit to her own ability and that of her students who performed either before the footlights or behind the scenes.

Miss Williams was followed in the theatre by Ralph Fulsom while Jean Liedman became head of the department. Fulsom was also a product of Northwestern, experienced, skilled and with a certain genius for perfection. Building on the firm foundation already made by Ruth Williams, Fulsom, with the cooperation of Crimson Masque, brought the little theatre to full fruition. Some of the productions were classified as experimental, but the results were stimulating and for the most part satisfactory. In this category were *Antigone* and *Trojan Women* which were presented with imagination and artistry. *Romeo and Juliet* was magnificently staged although some of the actors were not too convincing and one night poor Juliet lost part of her skirt! Perhaps the highwater mark of the Fulsom regime was the production of Tennessee Williams' *The Glass Menagerie* which in acting and directing reached professional status. Fulsom resigned in 1950 to continue graduate

work and Howard Gongwer took his place.⁷ If the liberal policy exhibited by President James Harper Grier persists the history of dramatics at Monmouth College should continue on a high level. To be at its best, art must be free.



Any general picture of student life through the years would be incomplete without a description of athletic activity. It was indicated above that before 1890 athletics took a back seat in the college bandwagon while the orators and debaters captured the spotlight. With respect to the curriculum, the faculty and the administration in the early years were too much enraptured with the classics and mathematics to seriously consider physical education as an academic subject. Consequently, sports were not organized, there were no regular teams, and no courses with credit that resembled physical education. But young men (and young women, too) must play, and games reminiscent of the frontier were frequently organized by the more daring students. Most of the games were to test a man's skill and strength in jumping, running, and pole-vaulting with side shows of weight-lifting and stone-throwing. There can be no doubt about the physical prowess of some of the early men of Monmouth. The large stones that rest peacefully on the campus today were dug out of the mud at Cedar Creek, lifted into wagons, and deposited on the campus as memorials to the various classes. These stones are not pebbles as anyone with half an eye can see. Then there was the little episode of the stolen cannon that the senior class of 1903 had planned to give to the college. There must have been young Samsons in the junior class that year. Otherwise it would have been difficult, if not impossible, to load that cannon on a wagon and dump it into Cedar Creek. The

⁷ In 1951 Fulsom became head of the speech department at Northwestern Missouri State Teachers College.

class of 1903 is still trying to find the spot where their memorial is covered with the mud and sand of the creek.⁸

After the Civil War Monmouth men played "hardball," which was really baseball, at every opportunity. This game was usually played scrub style on any vacant lot. In 1868 a Monmouth baseball team played Lombard College at Galesburg in what was apparently the first intercollegiate sports contest in the history of the college. Other games with other colleges followed but the Monmouth teams were organized by athletic clubs and even the boarding clubs. In 1877 the Student Athletic Association was formed which was constantly reorganized and within the next decade an Inter-collegiate Athletic Association developed which included in addition to Monmouth, Knox College, Illinois College, and the Champaign Industrial Institute. In 1890 Monmouth joined the Western Inter-collegiate Athletic Association which widened her conference relations and stimulated more interest in organized sports on the campus as far as the students were concerned. But the administration was still adamant when it came to giving official support. The students had to rent their own playing fields, level them, and keep them in repair. The team manager was also the business agent and since he was dependent on student contributions he was frequently in debt. Eventually the students won their long campaign for administration support and by 1900 considerable progress had been made.

In 1894 the college secured an athletic field of about ten acres on East Broadway and within a few years this area had been developed into a baseball diamond, a football field, and a race track. Tennis courts were soon added and interest in this sport began to develop. At the turn of the

⁸ Since this was written the cannon has been found. With the help of special equipment loaned by the Illinois Power and Light Company, the cannon was found by Neil Verigan, Professor Harold Ralston, Professor Albert Nicholas, and Professor Garrett Thiessen.

century basketball teams for both men and women were developed and physical coeducation was soon firmly established at Monmouth.

When the Monmouth women decided to play basketball they made a formal announcement declaring their independence of all old-fashioned and foolish conventions which had interfered with the freedom of action of college girls up to this time. The declaration is quoted in full as a good example of the wit and spirit of Monmouth girls:

When in the course of college events it becomes necessary for the girls of M. C. to play Basket Ball in order to more completely develop their physical natures and to assume among the colleges of the land as great fame in athletics as the boys have long since acquired, a decent respect for the opinion of the public requires that they should declare the cause which impels them to do so.

We hold these truths to be self-evident that man and woman are created equal; that they are endowed by their Creator with certain inalienable rights, that among these are life, liberty, and the pursuit of happiness, that it is the right of the students to alter or abolish any custom not conducive to these ends.

Such has been the history of Monmouth College girls and such was last autumn the necessity which constrained them to alter their former habits and play basket ball. The education of girls in Monmouth College has been such as to increase mental and spiritual growth, but not physical — and such as to make the playing of basket ball a necessity.

To prove this let facts be submitted to a candid world:

Heretofore the exercise of the girls has been limited to cycling, tennis, Indian clubs, "skittering," and strolls — exercises good in themselves, but insufficient for the total development of their physical powers, which make the women of the nineteenth century loved and respected.

We, therefore, members of the first and third teams, as representatives of the Girls' Basket Ball Association of Monmouth College, do, in the name and by the authority of the good girls of the college, solemnly publish and declare that the girls of the college shall play basket ball.⁹

The declaration was signed by fourteen girls. Where the second team was hiding while the first and third teams were drawing up this campus-shaking document is an unsolved mystery. There is a strong suspicion that the second team was not in existence.

The physical education and athletic program for women continued to grow through the first three decades of the twentieth century. The increased activity and interest was displayed in the Girl's Pep Club which was organized in 1926 and in the Women's Athletic Association formed at about the same time. The W. A. A. became a chapter of the Athletic Council of American College Women.

Meantime the athletic program for men was being modernized and expanded although there was a period of comparative inactivity during and immediately following World War I. In 1924 Herbert L. Hart was appointed to the post of Physical Director and Monmouth College entered the first lush years of an era of athletic success. Swimming, boxing, and wrestling were added to the curriculum and in 1925 the baseball and football conference championships were added to the capable Mr. Hart's belt. The baseball team repeated this feat in 1926. Track men were winning honors, too, especially Jack McIntosh who gained national recognition when he won first place in the All-Around championship meet at the University of Illinois. During the next decade Bobby Woll's famous basketball teams began to click and in 1938 Woll's Wonders won ten straight vic-

⁹ *Ravelings*, 1900, p. 51; see also Le Roy King, "History of Athletics in Monmouth College," typescript in Monmouth College Library.

tories and the championship of the Midwest Conference. In 1940 Woll became Athletic Director and in 1941 he was joined by Glenn E. (Jelly) Robinson who was to assume the direction of the physical education program. Both men have made lasting contributions in their respective fields, although Robinson, as football coach, would have been happier had he been able to point to more Monmouth victories recorded in the annals of the college.¹⁰



What is food for the muscles is not always food for the soul and even some of Monmouth's best athletes discovered this and took part in various organizations of a more aesthetic nature. Monmouth students have always been interested in singing and in the gay nineties and early twentieth century the Glee Club and the Mandolin Club were as popular among the students and faculty as the quartets and fine choral groups of a later day. The glee clubs operated more or less unofficially throughout the early history of the college and they were on a status similar to that of the early baseball teams. Probably the most important concerts were rendered under the windows at the girls' rooming houses, but the glee clubs did make trips to other towns where they charmed rather suspicious audiences with their rendering of *Juanita*, *Bullfrog on the Bank*, and *Annie Laurie*. The Mandolin Club had a similar history and this organization also went on the road. Sometimes they made expenses but sometimes they walked the roads and the rails in order to return to Alma Mater.

Since Monmouth has always been a denominational college that emphasized Christian education there were student activities through the years that were associated with Christian service and missionary activity. Weekly prayer meet-

¹⁰ Since this was written the centennial football team has covered itself with glory. The team lost only two games, each by a margin of two points.

ings and special devotional hours were features of the campus life in the pioneer period and special religious services and organizations were later developed and sponsored by the Y.M.C.A. and the Y.W.C.A. These organizations sponsored the Christian Union and the Monday night prayer meeting which later grew into the Campus Christian Association. The Monday evening meeting of C. C. A. became one of the strongest Monmouth traditions. In 1913 the Y.M.C.A. undertook a new departure when it organized gospel teams. The teams were composed of groups of Monmouth men, usually four or five to a group, who visited the high schools in neighboring towns and organized informal conferences, devotional periods, and recreational hours for high school boys who showed an interest in the ministry, in the missionary field, or in church social work. The special meetings and conferences usually lasted a week and the local churches gave their full cooperation. The gospel team idea took firm root and continued to be an important phase of the preministerial program at Monmouth College.

It is generally agreed that the healthy Christian tone of Monmouth has had more influence on the students than is realized or admitted by the students themselves. Many alumni of the school have built their lives into enduring monuments of Christian service and education in various parts of the world and the original stimulant, the idealistic desire to help the less fortunate of the human race, was first secured and cherished on Monmouth campus. One of these monuments is Assiut College in the ancient land of Egypt. Although separated by thousands of miles Monmouth has taken much to Assiut and Assiut has returned much to Monmouth. Monmouth's connection with Assiut has not been a one-way street. The fruits of one civilization were often exchanged for the fruits of the other.

The name of Assiut College is well-known to United

Presbyterians in America as an outstanding example of constructive missionary effort and far-reaching vision. In the Near East it is known as an institution of higher learning which has provided sound training and dependable leadership in many different fields. From the Sudan to the Mediterranean there are bankers, doctors, lawyers, ministers, teachers, business executives and government officials who are loyal graduates of Assiut College. The city of Assiut, with a population of 75,000 people, has become known to many as "The Oxford of Egypt."

Dr. John Hogg of Scotland founded Assiut College in 1865. Dr. John A. Alexander succeeded him and the names of these two men of clear vision and Christian purpose are inseparably connected with the institution. Built into the very life blood of the college have gone the intellectual and physical efforts of several Monmouth alumni. A large part of the physical plant was constructed under the guidance of Frank S. Hoyman of the class of 1903. A building engineer of no mean ability, he was faced with the problem of raising the elevation of the entire Assiut campus in order to avoid seepage of water during the periods of "high Nile." The substantial buildings on the Assiut campus which he planned and constructed have survived the test of time.

Three more Monmouth men made substantial contributions to Assiut. From 1913 to 1937 Charles A. Owen was the capable and inspiring head of the English department. W. W. Hickman founded the science department which is now housed in two buildings, one for chemistry and one for biology while Neal McClanahan served as student pastor and head of the biology department for many years.

In addition to his teaching duties Professor Owen had an important part in the planning of Assiut's Taggart Library, one of the finest buildings of its type in the Near East. Owen made an even greater contribution in the or-

ganization and cataloguing of the book collection which consists of literature in three languages, Arabic, English, and French. In 1945, Mrs. J. Wallace Baird, at the request of the mission, went out to Assiut to assist with the administration of the Taggart Library. Mrs. Baird (Monmouth, 1911) was a well-trained librarian who had been on the staff of the Monmouth College Library since 1930. Calling on her professional training and experience, she was able to reorganize the circulation system at the Assiut library and to effect other profitable changes. Through her efforts a valuable contribution of new books was secured from the United States Department of State, and these were completely catalogued. Dr. Frank McClanahan, also a Monmouth alumnus, and head of Assiut Hospital, was able to obtain a collection of new medical books from the State Department, on condition that they be made available to all physicians in the Assiut area. Under the supervision of Mrs. Baird the medical books were set up as a separate unit within the library and given a special catalogue. An important part of her work was the training of Egyptian librarians who administered the Taggart Library after she returned to Monmouth College.

No other college has furnished as many teachers or administrators to Assiut as Monmouth. In 1952 there were six members of the Monmouth faculty who had received their first teaching experience at Assiut. These were Thomas Hamilton, Simon Vellenga, Benjamin Shawver, Malcolm Reid, Neal McClanahan, and President James H. Grier. In 1950 and 1951 two young graduates of Monmouth representing a new generation went out to Egypt to teach in the English department of Assiut. These men, Richard Gibson and Milton Sage, were inspired with the Monmouth spirit of Christian education and were encouraged by the older men who had already made their tour of duty at Assiut to

help keep the lamp of learning burning brightly on the upper Nile. In such a way have Monmouth students carried the cultural education of a Midwest liberal arts college to the far corners of the world.¹¹

¹¹ The Assiut sequence is based primarily on written statements prepared by Mrs. J. Wallace Baird and Dr. Neal McClanahan.

CHAPTER FIVE

The Modern College and a Glance at the Future

AT the meeting of the Monmouth College Senate in June 1935, Thomas Hanna McMichael indicated that he wished to lay down the gavel at the end of the college year in June 1936. Consequently a special committee was appointed to select a new chief executive for the institution. This was not an easy task and the committee, consisting of Hugh Moffet, Dr. J. L. Sherrick, Dr. Ralph Graham, the Rev. A. W. Jamieson, Hugh T. Martin, and the Rev. James L. Thome, screened many candidates before agreeing on Dr. James Harper Grier who, at the time, was the popular pastor of Second United Presbyterian Church in Monmouth. No one realized more clearly than the president-elect that to step into the office occupied by the energetic McMichael for thirty-three years would take tact, diplomacy, and sagacity.

James Harper Grier was born in 1882 at Chartiers Crossroads, near Washington, Pennsylvania, the son of James Alexander and Ada Bruen Grier. Both parents were graduates of Monmouth College. James Alexander Grier, as a youth of fifteen, was caught up in the whirlwind of the Civil

War and served in Grant's army for four years and seven months. After an honorable discharge from the army he finished his secondary schooling in the preparatory department of Monmouth College and then enrolled in the collegiate division as a pre-ministerial student. He graduated in 1872, and became pastor of a country church at Chartier Crossroads. Ada Bruen, one of the founders of Pi Beta Phi, graduated from Monmouth in 1869. James and Ada were married at Monmouth, July 15, 1874.

Ada Grier became an ideal wife and mother and her wisdom, patience, and encouragement contributed much to the success achieved by James Grier as a minister, teacher, and administrator. In the Grier home equality, democracy, and unity prevailed, and this beautiful balancing in the home life was carried over into the public life of James Grier.¹ The harmony, the give-and-take, the intellectuality, and the spiritual atmosphere of the household also had a lasting effect on the children and helped to develop the patience and human understanding so characteristic of James Harper Grier as a pastor and as president of Monmouth College.

In 1883 the Griers moved to Mercer, Pennsylvania, where James A. Grier became pastor of the Second United Presbyterian Church. A short time later he became professor of theology at Allegheny Theological Seminary, now the Pittsburgh-Xenia Theological Seminary. He was connected with this institution, either as professor or president, for the rest of his life. James Harper Grier was educated in the public schools of Pittsburgh, a private preparatory school, and Westminster College, which granted him the A. B. degree in 1902.

The next three years he spent at Assiut College where he taught chemistry and English. The years at Assiut were especially profitable and stimulating. Not only did he gain

¹ There is an interesting article on James A. and Ada Grier in *The Christian Union Herald*, April 10, 1924.

valuable experience from the classroom but he was inspired and broadened by travel in the Near East including Palestine, Turkey, and the Egyptian Sudan. He also found time in going out to Egypt and on the return trip to visit many historic places in Europe.

After the Egyptian adventure he returned to accept the chair of Greek at Westminster College, where he served for the academic year 1905-06. The following three years were spent in graduate study at the Pittsburgh Theological Seminary. Between 1909, the year in which he graduated from the seminary, and 1922 he served as pastor at the Riverside Church, Buffalo, the Unity Church, Pittsburgh, and the Canonsburg Church, Canonsburg, Pennsylvania. He also spent a few months as supply minister in Torrington, Wyoming, in 1911 but this year is especially memorable because on November 28, at Butler, Pennsylvania, he married Jeanie McKee.

The Pittsburgh Theological Seminary called him back to teach Old Testament languages and literature in 1922. He taught in this institution for four years when he returned to active preaching in the Sixth United Presbyterian Church, North Side Pittsburgh. Later, in 1930, he became pastor of the Second United Presbyterian Church in Monmouth. Here, because this church was to a great extent the college church, attended by many of the professors and students, he immediately became profoundly interested in the life of the college. In 1936, James Harper Grier, pastor, became James Harper Grier, President of Monmouth College, a position that he retained until 1952.

The fifth president of the college was inaugurated on October 28, 1937. The academic procession formed in front of Wallace Hall, in the very center of the historic campus. Participating were the delegates from more than a hundred colleges including at least twenty presidents. Others in the procession included faculty members, the Senate, members

of the alumni board, the administrative staff, and representatives of the student body. On the walk along Broadway the procession formed an aisle through which the new president and his escort marched to the auditorium. Then the impressive procession, rich with colored hoods and golden tassels, entered the auditorium preceded by the stars and stripes, the college flags, and the maces.

The stage of the auditorium reflected the hard work and the artistic imagination of the decorating committee. There was a backdrop of a dark green curtain, surrounded by autumn foliage in a riot of reds, browns, and yellows. The front of the stage was outlined with large baskets bursting with yellow and white chrysanthemums. Pictures of past presidents were arranged together along the wall and tastefully decorated with colored leaves. The reserved seat sections were divided by red and white streamers.

The President Emeritus, Thomas Hanna McMichael, presided with grace and dignity. Dr. John McNaugher, President of Pittsburgh-Xenia Theological Seminary, gave the invocation and Charles F. Wishart, Monmouth's orator of the gay nineties and at this time President of Wooster College, returned to his Alma Mater to give a stirring address entitled "The Cultural College in a Troubled Age." Some of the ideas expressed in the Wishart speech became identified with the Grier philosophy of education. In defining the cultural college Wishart said, "It is not, primarily, to furnish jobs or even to equip people to hold down jobs, although that may be and often is the incidental result of a cultural education. . . . Its business is to teach people to think; not what to think, but how to think." The liberal arts college must also attempt to develop the well-rounded person, what Wishart called the "integrated personality."

During the years of his administration, Grier developed a philosophy of education that compared favorably with the Wishart ideals. His educational theories rested on scholar-

ship, and the improved tone and higher level of scholarship demanded of teachers and students was one of the most important contributions that he made. During the Grier administration Monmouth College came of age, intellectually speaking.

In an address to the faculty, February 17, 1939, Dr. Grier declared that he wanted to advertise Monmouth College "first of all because it is a good college scholastically; because we provide our students with exactly what is presented in our catalogue; because the work we do is not shoddy and the same degree of merit is demanded of one student as of another."² But he did not want Monmouth to be a purely intellectual center, dealing only with the mind and ignoring moral and spiritual values. The chief concern of the college was the humanities, the arts, and the sciences and the chief purpose of the college was to give young men and women ideas and to place in their hands the tools by which they might use them. Over all and interwoven intricately with the very fabric of education there should be Christian idealism.

The Christian atmosphere of the campus was another important contribution of the Grier administration. Sectarianism, although it had theoretically been condemned from the days of David Wallace, cropped up from time to time in the history of the college. All traces of this disappeared after 1936 as President Grier adopted a wholesome and tolerant policy with respect to religious beliefs. His goal was to inspire the students with a sense of Christian ethics without causing offense to class or creed. He wished to train young people in the art of living, of living happily and efficiently. There was no substitute for good scholarship but scholarship at its best could not be divorced from Christian idealism.³ In this connection the president was warmly sup-

² *Ravelings*, 1940, p. 144.

³ *Monmouth College Bulletin*, November, 1937, pp. 2-3.

ported by the dean of the college, John Scott Cleland, who combined Christian ethics and scholarship into a nicely balanced formula that he practiced at home and in his relationship with the students. Cleland was also responsible for the introduction of a more definite system for the administration of academic life and an augmented committee system through which the faculty actually managed campus life including the formation of curriculum policies.

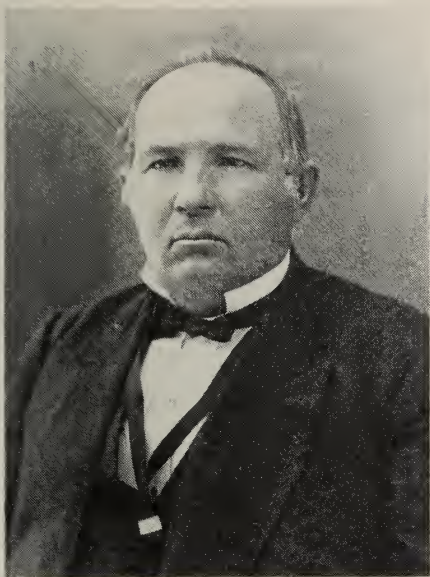
To achieve good scholarship it was advantageous for the students and professors to have modern equipment, a good library, and well-stocked laboratories. Grier encouraged the faculty to improve and increase the holdings of the library and with the cooperation of librarian Mary McCoy thousands of books were added to the stacks between 1936 and 1952. A majority of the publications added represented the fields of history, government, art, literature, philosophy, and economics. The chemistry department created a departmental library of fundamental value. Among the works added to this library were Beilstein's great *Handbuch* for organic chemistry and Mellor's sixteen-volume work on inorganic. The most important American journals were purchased as well as representative runs of the best European periodicals. In 1952 the chemistry library possessed a complete file of *The Journal of Chemical Education*, *Industrial and Engineering Chemistry* from 1909, *Chemical Abstracts* from 1907, *Journal of the American Chemical Society* complete from 1879, *Chemisches Zentral-Blatt* from 1897, *Berichte Der Deutschen Chemischen Gesellschaft* from 1884, and a broken file of the *Helvetica Chimica Acta* from 1937. It was this library together with the efficient teaching of the staff and the quality and number of students who entered graduate school which prompted the American Chemical Society to give the chemistry department its official stamp of approval.

Care was taken to modernize the equipment in the scien-

tific laboratories and to make sure that there were always on hand large quantities of supplies. Again using the chemistry department as an example, modern magnetic-damped analytical balances were added to the older and more conventional equipment in the weighing room. A semimicro balance was also secured and the weighing room was equipped with a more efficient lighting system. Modern apparatuses for gas analysis, combustion-heat measurement, and electrochemical measurements were added. Modern equipment was added to the physics laboratory, and the biology department improved its equipment until it ranked above the average for colleges in Monmouth's class. Plans were worked out to modernize the geology department which had been sadly neglected. After 1947 the history department added a complete series of maps illustrating the history of England, Europe, Africa, Latin America, and the United States, and plans were made for an extension of this series to include the Far East. Under the leadership of the history, education, and art departments the visual aid equipment of the college was considerably improved. Vice-President David McMichael promoted a campaign for new tennis courts and better equipment and playing facilities for the athletic teams and physical education students. Acting on the principle that professors and their students often need a little privacy, the history department promoted the construction of additional offices in Wallace Hall for the chairmen of the history, English, sociology, and religion departments. Dean Scott Cleland and David McMichael gave administrative support to this comparatively minor but useful remodeling project.

Dr. Grier, like his predecessor Thomas H. McMichael, was a builder, and of course he worked with David McMichael as business manager on these construction plans. Three modern dormitories were constructed during this period. Two of these structures, Grier Hall and Winbigler

Plate 1



DR. DAVID A. WALLACE, MONMOUTH'S
FIRST PRESIDENT.



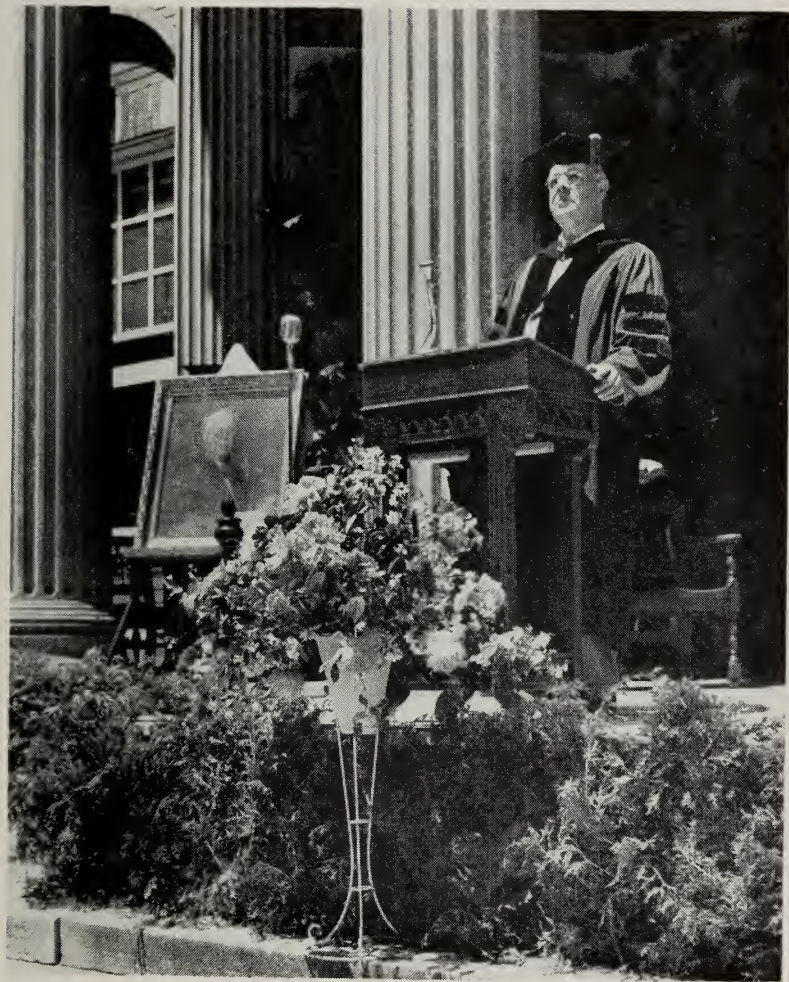
THE REV. SAMUEL ROSS LYONS, MON-
MOUTH'S THIRD PRESIDENT.

Plate 2



FIVE GENERATIONS OF McMICHAELS. PORTRAITS, *LEFT TO RIGHT*, J. B. AND T. H. McMICHAEL. *STANDING*, DAVID, THOMAS N., AND TOMMY McMICHAEL.

Plate 3



DR. JAMES H. GRIER STANDING BY HIS PORTRAIT,
COMMENCEMENT 1952.

Plate 4



PRESIDENT ROBERT W. GIBSON BEGAN HIS
ADMINISTRATION JULY 1, 1952.



R. A. EVONS, '90, *LEFT*, AND A. C. DOUGLASS, '90, ALL
DRESSED UP AS SENIORS.

Plate 6



A COED CLASS IN SURVEYING ABOUT 1885.

Plate 7



A TYPICAL CLASSROOM SCENE ABOUT 1950.

Plate 8



"THE COFFEE BREAK," A TRADITION IN HISTORY SEMINAR.



OLD MAIN ABOUT 1905.



OLD MAINE BURNED IN 1907.



McMICHAEL AND GRIER HALL, TWO OF THE FOUR
DORMITORIES FOR WOMEN.



A SECTION OF THE MURAL IN THE LOBBY OF FULTON HALL DORMITORY
FOR MEN OPENED IN 1951.

Plate 11



ENTRANCE TO THE AUDITORIUM.

Plate 12



FOOTBALL HEROES OF THE GAY NINETIES.



THE CENTENNIAL FOOTBALL TEAM WHICH LOST ONLY TWO GAMES, EACH BY THE MARGIN OF TWO POINTS. GYMNASIUM IN BACKGROUND.

Plate 14

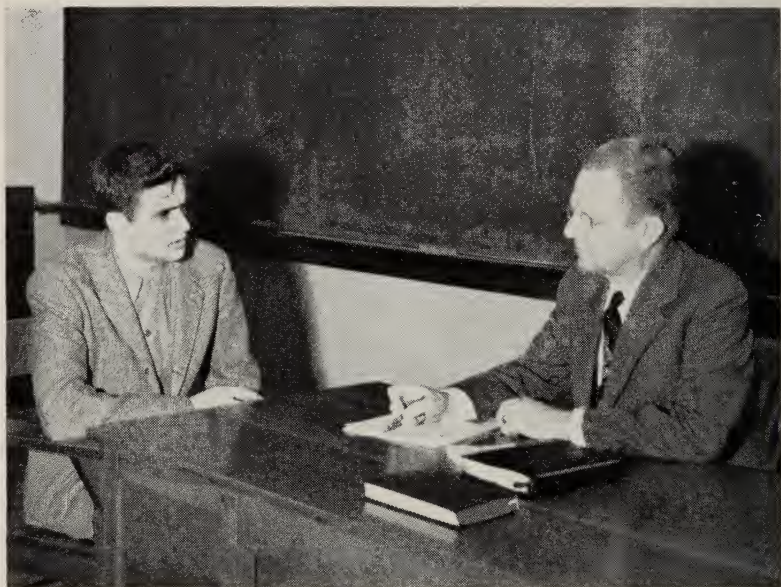


BEFORE THE DANCE. "GUYS AND DOLLS" IN GRIER
HALL LIVING ROOM.

Plate 15



MONMOUTH'S NATIONALLY KNOWN CHEMISTRY PROFESSOR
WHO RETIRED IN 1952.



BY 1953 COUNSELING WAS AN IMPORTANT FUNCTION
OF THE FACULTY.



ON NOVEMBER 7-8, 1952, CRIMSON MASQUE PRE-
SENTED A MODERN ADAPTATION OF BEAUMONT'S
KNIGHT OF THE BURNING PESTLE.

Hall, were for women while Fulton Hall was for men. The total evaluation of these three buildings was close to \$1,000,000 in 1952. Winbigler Hall was equipped with a small infirmary and an office for the physician and resident nurse. Fulton Hall, the most costly structure on the campus, followed the latest styling in interior decoration for buildings of this type. The large and comfortably furnished lounge, complete with television, soon became a favorite spot for relaxation for students and faculty. In addition to the dormitories, the basement of Wallace Hall was remodeled in 1947 and a commodious student-faculty union was opened to the campus family in September of that year. The union was composed of a lounge, dance hall, snack bar and lunch room. The tables in the lunch room were manufactured especially for the union and the tops were ingeniously impressed with the Monmouth Scotch plaid.⁴ The walls of the union were decorated with murals and the official seals of the colleges in the Midwest Conference. Student artists did this work.



When Grier became president of the college in 1936, Franklin D. Roosevelt and the New Deal program were slowly pulling the country out of the depths of the depression. Times were still bad and many financial problems were presented to the new president. Hardly had these difficulties been overcome when the emergency of World War II threatened the very existence of the college. The institution survived, as it had survived every crisis throughout its history. President Grier again demonstrated his ability to analyze the human heart and human emotions. He sympathized with the students who had been born into a topsy-turvy world:

⁴ The history of the name Scots and the use of the Scotch plaid in Monmouth College life is somewhat involved. The idea of calling the teams the fighting Scotsmen was first conceived by Harold Hermann who was alumni secretary in 1928. The use of the plaid motif was a gradual development.

This is the only world our present generation of young people has ever known, born in the period of our greatest prosperity, schooled during the lean days of our longest panic, coming to maturity in a world aflame with battle. We wonder what goes on in the minds and hearts of youth in a day like this. Nor are we surprised at times to note strange tendencies. Their outlook and vision are not ours of forty years ago.⁵

He went on to say that the younger generation was not as trusting as the old and lacked the confidence of the young men of his generation. But he had confidence in the new generation. "They have come to the world at its worst, sick of sin and greed and blood. It is this new generation which with God's help will make it well." There are many indications that he was right even though the world is still sick.

By 1942 Monmouth had lost nearly every able-bodied man in the student body to the armed service and some of the women had joined the WAVES and still others entered the various war industries. The college was able to make another contribution to the war effort when a Naval Flight Preparatory School was located on the campus. In 1944 this program was replaced by the Navy Academic Refresher Unit (NARU). These programs gave the college an opportunity to perform patriotic services and at the same time the college finances were greatly improved at a time when regular enrollment was declining sharply.

When the "Pre-Flight" cadets, six hundred strong, arrived on campus they were housed in McMichael and Grier Hall making it necessary for the women to move into the empty fraternity houses. Wallace Hall was taken over for classes in principles of flight, navigation, and code communication with Professor Hugh Beveridge as coordinator. Each battalion remained on campus about three months. At the end of this period the men moved to flying fields where

⁵ *Monmouth College Bulletin*, January 1945.

they received more training while another group moved in to take their places at Monmouth.

The NARU program differed considerably in purpose and in personnel. Many of the men chosen for this program had superior aptitudes and some of them were college graduates. Because of the wide variety of training and educational experience found in this group the administrators of the program came to the conclusion that not all the men could be expected to finish in the same length of time. Some were able to do the work in eight weeks while others required twenty-four. The weekly schedule of each man in NARU consisted of three hours of English, two hours of history, nine hours of mathematics, nine hours of physics, one hour of naval organization and eight hours of physical training. Most of the courses, with the exception of physics, were on an elementary level. Many of the men in the Pre-Flight and NARU returned to Monmouth after the war, and enrolled as regular students. The former navy men were joined by discharged veterans from other services and the enrollment at Monmouth topped nine hundred students in 1948.

Considerable progress was made in modernizing and expanding the curriculum from 1936 to 1952. Old requirements were modified and new ones introduced. The basic aim of the curriculum was to provide a broad liberal arts education in addition to a specialized field. Among the requirements that became fixtures were the following: a reading knowledge of one foreign language, one year of a laboratory science and either another year of general science or a year of mathematics, five hours of Bible and religion, (part of which could be satisfied with church history), two hours of speech, six hours of English and four semesters of social studies. Each student was required to select a field of concentration which consisted of at least forty hours, of which twenty-four hours had to be in one department and

sixteen hours in one or two related departments as specified by the major professor. The field of concentration had to be chosen not later than the junior year.

New emphasis was placed on courses in economics and business administration during the Grier administration. One of the features of this course was the accounting laboratory which was equipped with various types of business and accounting machines. Non-credit courses in typewriting, shorthand, and office practice were also introduced. Two other departments that were developed during this period were home economics and sociology. In the period after World War II the college developed several affiliated programs in nursing, occupational therapy, and engineering. Students who registered in these courses stayed two or three years at Monmouth and then transferred to either an approved hospital or technical school. Monmouth made special arrangements with Case Institute of Technology, Cleveland, Ohio, for a Binary Program in which the student pursued a three-year liberal arts course at Monmouth followed by two years of engineering at Case. At the end of the five-year course of study the student received degrees from both Monmouth and Case Institute.

Strong courses continued to be offered for the pre-law, pre-medical, pre-dental, and pre-ministerial students.⁶ Teacher training became increasingly popular and the expansion of the education department, including the development of courses in elementary education, was one of the accomplishments of this regime. One of the most significant proposals for curriculum revision was the so-called Thompson Plan, presented by Professor Samuel M. Thompson, chairman of the philosophy department. This plan called for a more closely articulated program of study for the jun-

⁶ The fine reputation of the Department of Bible and Religion at the end of the Grier administration was due in large part to the work of Howard Jamieson who was chairman of the department from 1946 to 1951.

ior and senior students and hence was sometimes called the Senior College Program of Study. The plan suggested that the unity of the student's work would be secured "not by restricting his courses to one or two departments but by using all the resources of the curriculum which will assist him in reaching a definite objective." The plan called for more interdepartmental cooperation on the part of faculty and students and the introduction of more integrated courses which could be taught either by members of one department or a combination of instructors representing several departments.

Although nothing official was done about the Thompson Plan it stimulated healthy thinking among the faculty members and students. Inventories of courses and policies were taken by the various department heads and the conclusion was drawn that in some instances certain features of the plan were already in operation but that these features needed a more definite identification with the senior college curriculum. One new course, the interdepartmental seminar for senior majors in history, English, and sociology grew directly from the Thompson Plan, while the history of American culture course and several others of an interdisciplinary nature assumed new significance in the light of the proposed Senior College Program of Study. The program has many possibilities but the seminar type of course which it suggests is expensive education and so, if the plan is to be fully developed, additional financial resources will be necessary.

By 1952 the college had passed the years of plenty following World War II. Student enrollment dropped as the G. I. Bill of Rights expired and new calls to battle-stations came with the Korean crisis. Rearmament, inflation, and the draft, all bogymen to campus life, began to interfere with the normal operation of the college. But those who know Monmouth's history will have faith in the future of the school. Trouble is an old story to this college which

was founded on a shoestring, overcame poverty, war, and depression to become one of the "Gems of the Midwest." Though there have been many dark and gloomy days in its one hundred years of existence, Monmouth College is stronger today than ever before.



A college is scarcely such until it has a history. Monmouth College now has a history. It has accumulated behind it a body of alumni who are represented in every profession and on every continent in the world. It has its memories and its traditions and they are strongly intrenched in the hearts and minds of the thousands who studied and played and grew into manhood and womanhood in its halls. For one hundred years it has worked and waited patiently for its turn to come to be proclaimed mature and historically ripe. If the accomplishments of the past are in any way a forecast of the future, then Monmouth's second hundred years will be even more fruitful than the first.

Index

- Academies, in Midwest, 13, 23-24
- Aletheorian Society, 114
- Allegheny Theological Seminary, 129
- Alpha Tau Omega, 108
- Alpha Xi Delta, 106
- Alumni, 58, 70, 124, 140
- Amateurs des Belles Lettres, 96, 113, 114
- American Association of University Women, 86
- American Chemical Society, 133
- Amusements, 109-113
- Assiut, city of, 125
- Assiut College, 124-127, 129
- Associate Presbyterians, 15; union with Associate Reformed, 32
- Associate Reformed Presbyterians, 15; establish Monmouth Academy, 16-21, 29; and slavery, 30; control Monmouth College, 31-32; union with Associate, 32
- Athletic field, first modern, 81
- Athletics, 58, 81-83, 119-123, 123n
- Babcock, E. C., 21
- Baird, Mrs. J. Wallace, 126, 127n
- Baker, Charles Lawrence, 89
- Barnett, James, oriental collection, 46
- Barr, Louise, 86
- Bartlett, Alice, 106
- Bennett, Mary Louise, 96
- Best, Evard, 106n
- Beta Kappa, 107
- Beta Theta Pi, 92
- Beveridge, Hugh, 87n, 136
- Bigger, Matthew, 22
- Bischman, Carol, 106n
- Black, Barbara, 106n
- Black, Nannie, 94
- Blair, Dorothea, 106
- Boarding clubs, 110-111
- Boston, Mass., compared with Illinois, 27
- Boyd, Hanna Jeanette, 96
- Brook, Libbie, 94
- Brown, James, 21-22, 24
- Brown, William, 22, 25
- Brownlee, Clara, 94
- Brownlee, Emma, 94
- Bruen, Ada (Mrs. J. A. Grier), 94, 128-129
- Brunner, Mrs. M. T., 106
- Buchanan, James, 30
- Burlington, 56, 111
- Burlington Railroad, 20, 24, 48, 114
- Butler, Pa., 130
- Campbell, Maggie, 94
- Campus Christian Association (CCA), 42, 56, 124
- Canfield, Dorothy, 105
- Cannon, story of, 119-120, 120n
- Canonsburg Church, 130
- Case Institute, binary program, 138

- Cedar Creek, 16-17, 39, 111, 119
 Champaign Industrial Institute, 120
 Chartiers Crossroads, Pa., 128
 Chemistry library, 133
 Christian Church, Monmouth, first home of Monmouth Academy, 22-23
 Civil War, and Monmouth College, 46-49; mentioned, 14, 41, 45, 92, 93, 98, 109, 120, 128-129
 Clayton, Ill., presbytery meeting at, 19-21
 Cleland, John Scott, 87, 133, 134
 College movement, 14
 Colonial Hotel, 116
 Congregational churches, in Mass., 26-27
 Cornell University, 99
 Crimson Masque, 107, 116-119
 "Cultural College in a Troubled Age," address, 131
 Curriculum, 42-44, 53-63, 65-68, 82-85, 132, 137-139

 Davis, George, 76
 Delta Tau Delta, 92
 Democratic Party, 30
 DePauw University, 96
 Dennis's Harness Shop, 110
 Dolphin Club, 82
 Douglass, A. C., 114
 Douglas, Stephen A., 30
 "Dove's Nest," 111
 Dramas, presented by Crimson Masque, 117-118

 Early, Stephen, 87
 East Boston, David Wallace preaches at, 29
 Eccritean Society, 113
 Education, on frontier, 14-16; coeducation, 45; in church related college, 13-16, 42, 53, 59, 64, 85, 132; state supported, 13, 14, 63, 64; liberal arts, 16, 62, 63, 86, 131-132; secularization of, 85-86
 Egypt, 124-127, 129-130
 Elliott, F. E., 114
 Erskine, W. R., 18, 21
 Ettle, Dorothy, 104

 Faculty, 33, 41-42, 43, 54, 56, 58, 65, 68, 72, 82, 84, 85, 132, 133, 134, 138-139
 Fairview, Ohio, birthplace of David Wallace, 27
 Fall River, Mass., Wallace preaches at, 29
 Feehley, Robert, 108
 Findley, Martha (Mrs. David Wallace), 29
 Finley, David, 17
 Finley, John, 17
 First U. P. Church, Cleveland, 71
 Fletcher, Joy, 106n
 Ford's China Hall, 110
 Foster, James, 75n
 Founders Day (Monmouth College), 20
 Francis, Jack, 108
 Fraternities, 92-108; ban on, 98-102; mentioned, 109
 Fritz, Roger, 114
 Frontier, influence of, 14; Presbyterianism on, 15-17
 Fulsom, Ralph, 118-119, 119n
 Fulton Hall, 135

 Galesburg, Ill., 56, 90, 114, 115, 120
 Gavin, Charles, 108
 Gibb, Louis, 108
 Gibson, Emma, 86
 Gibson, Richard, 126
 Girl's Pep Club, 122
 Glee Club, 123
 Gongwer, Howard, 119
 Gospel Team, 124
 Graham, A. Y., 39, 40
 Graham, David, 39

- Graham, Ralph, 128
 Graham, Russel, 71, 84
 Grier, Ada Bruen (Mrs. James A.), 94, 128-129
 Grier Hall, 134
 Grier, James Alexander, 128
 Grier, James Harper, mentioned, 52, 82, 119, 126; elected president, 128; early career, 128-130; inauguration, 130-131; administration, 131-135; and World War II, 135-137; curriculum revision, 137-139
 Gymnasium, old, 81; new, 82; girls use old, 83
- Haldeman, William, 84
 Hamilton, Thomas, 126
 Hanna, Mary, 52
 Harding, General A. C., 21, 24, 40, 49
 Harris, Daniel, 25
 Hart, Herbert, 122
 Hartung, George, 108
 Hawcock's Restaurant, 103
 Herbert, J. B., 54
 Hermann, Harold, 135n
 Hewitt, Herbert, 76
 Hickman, W. W., 125
 Hogg, John, 125
 Holt House, 93
 Hoover, Mrs. Herbert, 105
 Horn, Jennie, 94
 Hoyman, Frank, 125
 Hunter's boarding club, 70
- Ickes, Harold, 88
 Illinois College, 120
 Illinois, University of, 13, 60, 122
- Jamieson, A. W., 128
 Jamieson, Howard, 138n
 Jamieson Settlement, 17
 Jamieson, William, 17, 21
 Jenk's private school, 22
- Kappa Alpha Sigma, 98, 104-105
 Kappa Delta, 106-107
 Kappa Kappa Gamma, 94-98, 102, 104-106
 Kappa Phi Sigma, 108
 Keithsburg fresh water laboratory, 60-61
 Kennedy, Anthony, 108
 Kirk, Irwin, 106n
 Kissing, the art of, 112
 Knights of Friendship, 98
 Knights of Pythias, 98
 Knox College, 56, 97, 114, 120
 Knoxville, Ill., 97
 Korean Crisis, 139
 Kost, Oral, 108
- Lansing, Julian, and Canopus Stone, 46
 Leggett Case, 99
 Liberal arts, 16, 62, 63, 86, 131-132
 Library, college, 45, 73, 75, 133
 Library, Warren County, 45
 Liedman, Jean, 117n, 118
 Lincoln, Abraham, 30, 47, 68
 Literary societies, 25, 56, 113-117, 114n
 Log colleges, 15-16
 Lombard College, 120
 Lyons, Samuel Ross, becomes third president, 65; controversy with Senate, 66-68; administration, 68
- McClanahan, Frank, 126
 McClanahan, Neal, 114, 125, 127n
 McCoy, Mary, 133
 McCreary, J. C., 21
 McGuire, Joseph, 108
 McIntosh, Jack, 122
 McKee, Jeannie, 130
 McMichael, David, 91n, 134
 "McMichael Day," 89-90
 McMichael, Ellen Burgess, 52
 McMichael, Jackson Burgess, early career, 52-53; curriculum revision,

- 53-63; defends church colleges, 63-64; philosophy of education, 64-65; mentioned, 51, 68, 69, 71, 76, 90
- McMichael Hall for women, 78
- McMichael, John, 52
- McMichael, Minnie, 70, 71, 80, 103
- McMichael Science Hall, 76-77
- McMichael, Thomas Hanna, elected president, 68-69; student at Monmouth, 69-71; early career, 71; personality, 72, 86; building program, 73-78, 81-82; and World War I, 78-81; curriculum revision, 82-85; thirtieth anniversary as president, 87-91; resignation, 128; at Grier inauguration, 131; mentioned, 52, 103, 105, 134
- McMichael, Thomas N., 90-91
- McMillan, John H., 71
- McNaugher, John, 131
- Madden, James, 19-20, 21, 23, 39, 40
- Madden, Maria, 21, 22, 39
- Madden's select school, 22
- Madison College (Antrim, Ohio), 28
- Mandolin Club, 123
- Martin, Hugh, 128
- Martin, John, 114
- Masons, 98
- Maxwell, Samuel, 61
- Methodists, 15
- Methodist Episcopal Church, 88
- Miami University (Oxford, Ohio), 28
- Mississippi State College for Women, 118
- Moffet, Hugh, 128
- Monmouth College, founded as academy, 20-24; chartered as college, 1857, 24, 31-32; charter of 1865, 32-33; and panic of 1857, 34; financial problems, 34-38, 63-65, 72, 73, 76, 82, 135-136; building program, 24-27, 38-41, 58, 65, 73-78, 81-82, 134-135; and Civil War, 46-49; World War I, 78-81; World War II, 135-137; curriculum, 42-44, 53-63, 82-85, 132, 137-139; faculty, authority of, 33; president, authority of, 33, 67; Senate, authority, 33, 67; trustees, authority, 32
- Monmouth, Ill., 27, 48-49, 109
- Moore, Josiah, 48
- Moore, Rosa, 94
- Morrison, Marion, 24, 25, 28, 42, 113
- Museum, Monmouth College, 46
- Muskingum College, 28, 29
- Navy Academic Refresher Unit, 136-137
- Naval Flight Preparatory School, 136
- Nevin's (J. C.) Chinese Collection, 46
- New England, 27
- "New World Movement," 81
- Nicholas, Albert, 120n
- Nicol, Jennie, 94
- Northwestern University, 104, 105, 118
- Odd Fellows, 98
- Ohio Life Insurance Company, 34
- Old Academy, as first college hall, 26-27, 38; as boarding house, 110-111
- Old Main, described, 39-40; remodeled, 41; burned, 73-76; mentioned, 71, 78
- Opera House, 109
- Oquawka, Ill., 19, 20, 111
- Oratory, 56-58
- Owen, Charles, 68, 125-126
- Panic of 1857, 34
- Patterson, Florabel, 68
- Peanut Night, 116
- Petrie, Richard, 106n, 108
- Phi Gamma Delta, 92
- Phi Kappa Psi, 92, 108
- Philadelphian Society, 113

- Phillips, Frank, 86-87
 Phi Sigma Alpha, 107
 Physical education, 81, 83, 122-123
 Pi Beta Phi (I. C. Sorosis), 93-94, 97, 102-104, 106, 129
 Pillsbury, Alice, 97
 Pittsburgh Seminary, 16, 129, 130
 Poland, Ohio, 52
 Pole scrap, 110
 Porter, James C., 17-21
 Presbyterian Church, Monmouth, Ill., second home of Monmouth Academy, 23
 Presbyterians, influence on frontier, 15-16
 President (Monmouth College), powers of, 33, 67
 Quinby, Ivory, 21, 39, 40, 42-43
 Ralston, Harold, 120n
 Rankin, N. A., 21
 Red Men (fraternity), 98
 Reid, Malcolm, 126
 Religious life, on frontier, 14; at Monmouth, 42, 53, 85, 123-124, 126, 132, 133
 Republican Party, 30
 Ricketts, Mrs. Myra, 104
 Riverside Church, Buffalo, N. Y., 130
 Robinson, Glenn, 123
 Robinson, Luther Emerson, 68, 84
 Ross, John, 114
 Ross, Robert, 17-21
 Roosevelt, Franklin, 87
 Rossell, Betty Dale, 106n
 Sage, Milton, 126
 St. Mary's School, 97
 Scotch-Irish, on frontier, 15, 27-28
 Scotch plaid, 135n
 Second U. P. Church, Monmouth, Ill., 130
 Sectarianism, 42, 132
 Secularization, in education, 85-86
 Senate (Monmouth College), powers of, 33, 67; and fraternities, 97-103; mentioned, 36, 37, 38, 51, 66, 68, 86, 128, 130
 Service, Pa., 15
 Shantz, Jean, 106
 Shawver, Benjamin, 126
 Sherrick, J. L., 128
 Shuse, Roberta, 106
 Sigma Chi, 92
 Sigma Phi Epsilon, 108
 Sixth U. P. Church, Pittsburgh, 130
 Slavery, 30-31, 98
 Sleigh rides, 111-112
 Smith, Mrs. Chester, 104
 Smith, Edson, 114
 Smith, Inez, 94
 Social life, 109-113, 116, 119, 123-124
 Sororities, 92-108
 South Henderson Congregation, 16-18
 Spanish influenza, 80-81
 Sparta, Ill., 19, 20
 Stewart, Mary Margaret, 106n
 Stewart, Mary Moore, 96
 Student Army Training Corps, 79-81
 Student Athletic Association, 120
 Student Union, 135
 Sugar Creek, Ohio, 52
 Sunnyside (East Hall), 81
 Swan, John, 71, 77
 Synod of Illinois, 32
 Synod of Iowa, 32
 Synod of Kansas, 32
 Taggart Library, 125, 126
 Teacher training, at Monmouth, 138
 Texas, University of, 89
 Theatre, at Monmouth College, 117
 Theta Chi, 107
 Theta Chi Mu, 106-107
 Theta Kappa Epsilon, 106-108
 Thiessen, Garrett, 120n
 Thome, James, 128
 Thompson, Fannie, 94
 Thompson, James, 21

- Thompson plan, 138-139
 Thompson, Samuel, 84, 108, 138-139
 Torrington, Wyoming, 130
 "Tonsorial Rooms," 110
 Trustees, Board of, first, 20-21;
 powers of, 32; mentioned, 25, 31,
 33, 35, 39, 42, 45, 48, 67, 72
 Tubbs, Mary, 105
- Union College, 92
 United Presbyterian Church, found-
 ed, 32; and fraternities, 99-100;
 mentioned, 42, 53, 57, 59, 64, 65,
 81, 84, 88, 124-125
 Unity Church, Pittsburgh, 130
 Ure, D. M., 38
- Vellenga, Simon, 126
 Verigan, Neil, 120n
- Waid, D. Everett, 76, 78, 82
 Waid Pool, 82
 Wallace, David A., elected president,
 24; arrives in Monmouth, 26; early
 career, 27-30; administration, 30-
 50; resignation, 51; and sororities,
 95, 98; mentioned, 53, 76, 113, 132
 Wallace, Elizabeth, 97-98
 Wallace Hall, 76, 130, 134, 135
 Wallace, Jane, 27
 Wallace, John, 27
 Wallace, Martha, 29
 War of 1812, 28
 Washington College (Iowa), 25
 Washington, Pa., 128
 WAVES, 136
 Western Inter-collegiate Athletic As-
 sociation, 120
 Westminster College, 16, 52, 129,
 130
 Whitenack, Fannie, 94
 Wilcox's tailor shop, 110
 Williams, Ruth, 117-118
 Willits, Anna, 96
 Winbigler, Alice, 65, 84
 Winbigler Hall, 134-135
 Winbigler, Mary Louise, 106
 Wishart, C. R., 115, 131
 Wolfe, Marian, 106
 Woll, Robert, 122-123
 Women, organize basketball team,
 121; athletic association, 122;
 woman's rights movement, and
 sororities, 93
 Woodburn, Ida, 97
 Wooster College, 131
 World War I, 78-81, 85, 116
 World War II, 135-137
- Xenia Seminary, 16, 52, 53, 71
 Xi Gamma Delta, 107
- Y. M. C. A., 25, 80, 124
 Young, Alexander, 39
 Young, John, 21, 39
 Young, Mrs. Owen D., 105
 Y. W. C. A., 107, 124
- Zartman, E. C., 54

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MONMOUTH COLLEGE; THE FIRST HUNDRED YEAR



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